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PROPERTY OF THE UNIVERSITY OF NEW MEXICO

New Mexico  
Normal University  
Bulletin

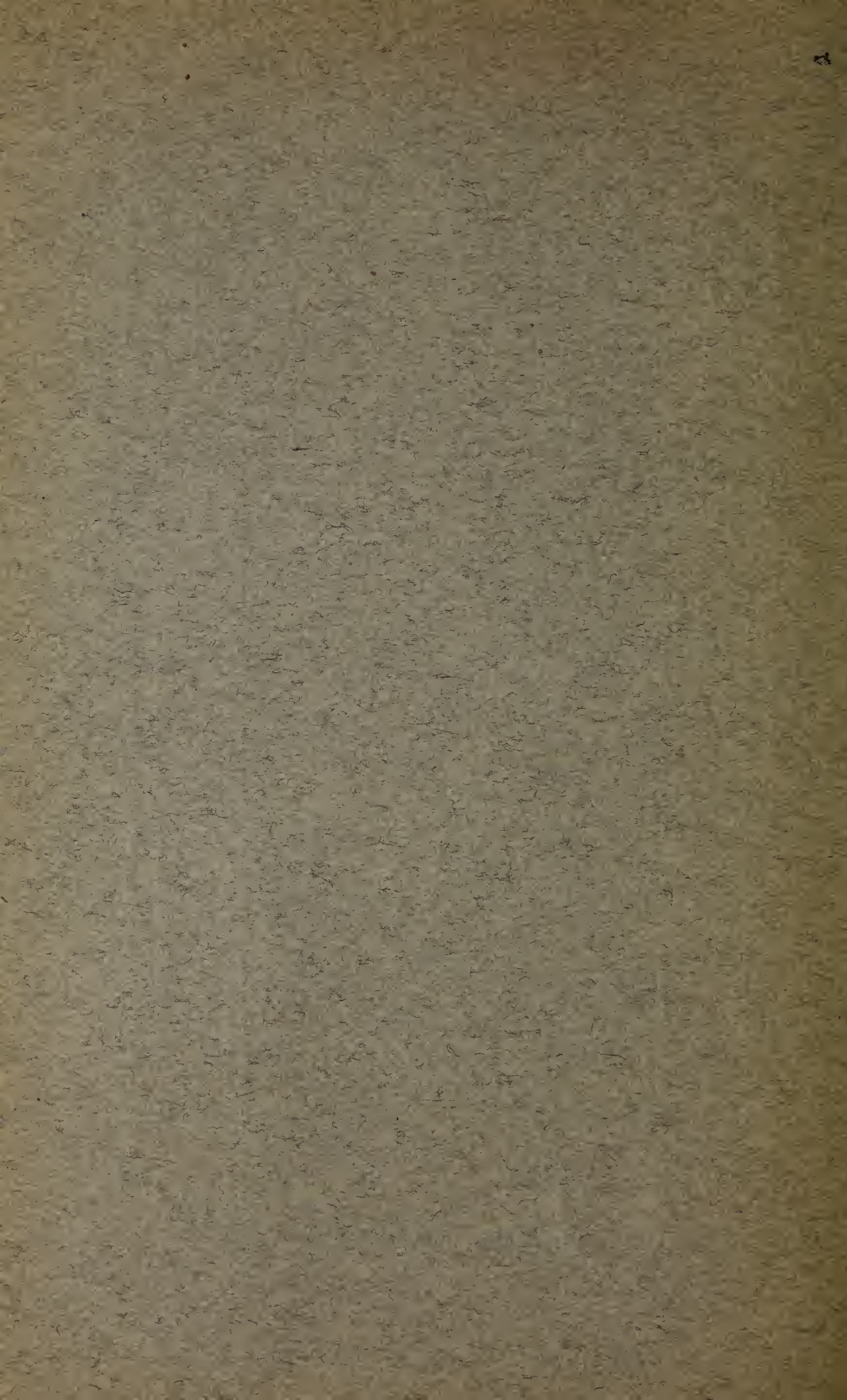
No. 49

MARCH

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UNIVERSITY OF NEW MEXICO  
MAR 23 1916



# NEW MEXICO NORMAL UNIVERSITY BULLETIN

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NO. 49.

MARCH

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THE Normal University is completing its twentieth year of usefulness to the state. It has developed from an unknown local school to a State Teachers College, known throughout the nation.

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## FACULTY

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Frank H. H. Roberts, B. Ped., A. M., Ph. B., Ph. D., LL. D.  
President

B. Ped. and Ph. B., Ohio University; A. M., Kenyon College; Ph. D. and LL. D., University of Denver. Teacher, principal and superintendent in public school systems fifteen years; principal of the Wyoming State Normal and professor of Education University of Wyoming; professor of History and Civics University of Denver seven years; Extra-mural professor of History University of Denver, 1910—. President of the New Mexico Normal University, 1910—

Frank Carroon, M. Ped., A. B., A. M.  
Dean and Professor of Psychology and Education.

Graduate of Indiana State Normal School; A. B., University of Indiana; A. M., University of Denver; Head of Department of English, Columbus, Indiana High School; Teacher of English in Roswell High School; Indiana State Life Certificate and New Mexico State Life Certificate; Professor of English, New Mexico Normal University, 1909; Dean and Professor of Psychology and Education, 1910—

Thomas G. Rodgers, A. B., A. M.  
Assistant Dean, Mathematics

A. B., University of Tennessee, 1900; A. M., University of Wisconsin, 1910; University of Missouri, 1901; Johns Hopkins University, 1909-1910; University of Chicago, 1911. Principal of schools, Minnesota, six years; Alabama, two years; Instructor in Mathematics University of Tennessee, two years. Assistant principal and Mathematics, Roswell High School, 1903-1909; Department of Mathematics, New Mexico Normal School, 1910-1914; Assistant Dean and Professor of Mathematics, New Mexico Normal University, 1914—

Antonio Lucero (On Leave of Absence)  
Spanish

Student, College of the Sacred Heart, Las Vegas; Instructor Las Vegas High School; Instructor in Private Classes for fifteen years; Court Interpreter fourteen years; New Mexico Normal University, 1907—; Secretary of State, 1912—

**Ida Kruse McFarlane, A. B., A. M., Litt. D.**

**Professor of Manners and Special Lecturer**

A. B. and A. M., Vassar; Graduate of the National Dramatic Conservatory of New York City and Mary Lowe Dickinson Professor of English, University of Denver; Litt. D., Denver University 1914.

**Arthur Henry Van Horne, A. B.**

**Latin and Greek**

A. B., University of Michigan; State Teachers' College, Ypsilanti, 1907 (Special work in Chemistry); student, University of Colorado, Boulder, 1913 (Latin and Library work); teacher in public school system fourteen years; Holds state life certificate of Michigan and five year certificate of South Dakota; Professor of Latin and Greek and Librarian, New Mexico Normal University, 1911—

**Bessie Watt, Ph. B.**

**Critic Teacher, First and Second Grades**

Ph. B., Baker University, 1902; complete professional training in Normal Department, Baker University; graduate work in Literature, Baker University; graphic and plastic art and methods, Chicago University; Institute lecturer in Nebraska three summers; holder of Kansas State Life Certificate; Kansas Institute Instructor's certificate in Primary Methods and Public School Art; New Mexico Institute Instructor's Certificate; high school and grade teacher, Kansas, nine years; critic teacher, New Mexico Normal University, 1911—

**Esther Mangan, A. B.**

**Critic Teacher, Third and Fourth Grades**

Graduate State Normal School, River Falls, Wisconsin, 1904; A. B., University of Wisconsin, 1911; teacher and principal in public schools five years; critic teacher, New Mexico Normal University, 1911—

**Mrs. Mabel E. Hall**

**Matron**

Graduate, American Conservatory of Music, Chicago; graduate, Normal Department Chicago Conservatory of Music; student under Calvin B. Cady, William H. Aberwood, W. S. B. Mathewes, Mary Wood Chase; matron La Casa de Ramona (New Mexico Normal University Dormitory), 1911—

**Susie Deane Whitaker**

**Private Secretary to President**

Graduate Gem City Business College, Quincy, Illinois, 1904; student, State Normal School, Kirksville, Missouri, and University of Missouri; post-graduate student, Gem City Business College, 1914; Professor of Commerce, New Mexico Normal University, 1911—. Private Secretary to President.

**Jennie Pearl Hutchison, B. Ped., M. Ped.**

**Critic Teacher Eighth Grade**

B. Ped., M. Ped., New Mexico Normal University; Regents' Certificate, State Normal School, Springfield, Missouri; student, Columbia University, New York, and Chicago University; teacher in public schools of Missouri and New Mexico; critic teacher, New Mexico Normal University, 1911—

**Sue Hutchison, A. B., B. S.**

**Critic Teacher, Seventh Grade**

A. B. and B. S., in Education, University of Missouri; Missouri State Life Certificate; member of State Examining Boards of Education in Minnesota and New Mexico; teacher in public and high schools three years; critic teacher, New Mexico Normal University, 1913—

**Wilhelmina E. Vollmer**

**Spanish and German**

Graduate, St. Ann's Academy, Wilkes-Barre, Pennsylvania; student, Elberfelder Lyceum in Germany, 1911-12; student, Sacred Heart College, Granada, Spain, 1912-13; student, University of California, 1915; teacher of Spanish and German, New Mexico Normal University, 1913—

**Marie Louise Senecal, M. Ped., A. B.**

**Music and Art**

M. Ped., Teachers' College, Greeley, Colorado; A. B., Thomas Normal School, Detroit, Michigan; student under Miss Jennie M. Stoddard, Detroit, Michigan; State Life Certificates of Colorado and Michigan; teacher in the public school system eight years; Director of Music and Art, New Mexico Normal University. 1914—

**Charles Edward McClure, S. B., A. B., Ph. B.**

**Associate Professor of Education and History**

S. B. and A. B., Valparaiso University, 1909; College Graduate Course, Life State Teacher's Diploma, 1910; student Summer School, Winona Lake, Indiana, 1911; Ph. B. in Education, University of Chicago, 1913; teacher, principal and superintendent of public schools fourteen years; Associate Professor of Education and History, New Mexico Normal University, 1914—

**Lulu Elise Stallmann, B. S.**

**Household Arts**

B. S., Kansas State Agricultural College, 1912; Supervisor of Home Economics, New Mexico Public Schols, 1913; Instructor in Home Economics, Iowa State Teachers College, 1913-14; Professor of Household Arts, New Mexico Normal University, 1914—

**Clyde D. Williams, B. S.**

**Manual Arts**

B. S., Kansas State Agricultural College, 1911; Instructor of Manual Arts and Mechanical Drawing in public schools, three years; Director of Manual Arts and Mechanical Drawing, New Mexico Normal University, 1914—

**Clarence F. Lewis, A. B.**

**Science**

A. B., University of Denver, 1913; Professor of Science and Physical Director, Lamar Union High School, Colorado; State Certificate; Professor of Science and Director of Boys' Athletics, New Mexico Normal University, 1914—

**Ida M. Larson, H. D., D. P.**

**Student Welfare**

H. D., American College of Physical Education, Chicago; D. P., MacFadden College of Physcultopathy, Chicago; Graduate, Mankato Commercial College; student, summer session of Normal College of the North American Gymnastic Union, Indianapolis; teacher and director of gymnastics and athletics at the American College of Physical Education, Chicago, and at Bernarr Macfadden Healthator-

ium, Chicago; Director of Student Welfare Department, January 1915—

**M. R. Trexler, A. B., A. M.**

**Commerce**

A. B., and A. M., Lafayette College, Pennsylvania; student, Chicago University; Pennsylvania State Teachers Permanent Certificate; Gregg Diploma of Shorthand; Palmer Diploma of Penmanship; teacher in public school system six years; Professor of Commerce, New Mexico Normal University, 1915—

**Margaret J. Kennedy, B. L., A. B.**

**English**

B. L. and A. B., University of Wisconsin; instructor in Wisconsin High Schools three years; Assistant Principal and Superintendent of Barron Schools, Wisconsin, three years; Instructor in English, Roswell, New Mexico, two years; one year's study abroad, visiting homes of all the noted English writers, preparing lectures for literature classes based upon observation and travel; Professor of English New Mexico Normal University, 1915—

**Harry Virgil Matthew, B. S. in Edu., B. S.**

**Biology, Agriculture, Training of Rural Teachers**

B. S. in Education, Fort Hays Kansas State Normal, 1915; B. S., Kansas State Agricultural College, 1914; Life Diploma, Western Kansas State Normal, 1910; teacher, principal and superintendent of rural and city schools, five years; Professor of Biology and Agriculture and Head of Department for the Training of Rural Teachers, New Mexico Normal University, 1915—

**Maude Adele Hancock**

**Training of Rural Teachers**

Student, National Normal University, Lebanon, Ohio; graduate, College of Music, Wesleyan University, Illinois; student, National Summer School of Public School Music, Chicago; graduate, Santa Fe Business College; teacher and Supervisor of Music in public schools fifteen years; County Institute instructor four years; Assistant Professor in Department for the Training of Rural Teachers, New Mexico Normal University, 1915—



Ruth Melvin, B. Ped., A. B.

Critic Teacher, Sixth Grade

B. Ped., Northwest Missouri State Normal, Maryville, 1910; A. B., Northwestern University, 1914; Life State Certificate of Missouri; teacher in public schools one year; critic teacher, New Mexico Normal University, 1915—

Anna Elizabeth Wiltse

Critic Teacher, Fifth Grade

Graduate, Central Normal College, Indiana, 1904, and of Illinois State Normal University, 1913; Student Columbia College of Expression, Chicago; student of Indiana State Normal, Northern Illinois State Normal and of Berkeley University, California; teacher in rural schools; critic teacher, New Mexico Normal University, 1915—

S. Elizabeth Hart, B. Ped.

Assistant in Art and Domestic Science

Ruth Anderson

Assistant Librarian

Gladys B. Hamilton

Assistant Librarian

Frank M. Culberson

Assistant in Science

Louise Consuelo Jaramillo

Assistant in Music

Henrietta Trujillo

Secretary to the Dean

## GENERAL INFORMATION

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### Location

The New Mexico Normal University is located in Las Vegas, New Mexico, on the A. T. and S. F. Railroad. It is not far from the geographic center of the state and is readily accessible to students from all portions of the state.

### Climate

The climate of Las Vegas is exceptional in the fact that it is equable, rarely very cold and never very warm. Through the spring and summer months students work with the same comfort that students in other states experience during the most pleasant months of their location. Las Vegas is free from mosquitos, fleas, chigres and other disagreeable insects.

### Buildings

The New Mexico Normal University occupies a magnificent brown sandstone building that stands on a slight elevation overlooking the larger portion of the city, and, in addition thereto, has use of the National Guard Armory. There is an Industrial Arts Building forty by eighty feet, and a three-story dormitory. During the summer months, by permission of the Board of Education of the City of Las Vegas, one of the handsome city buildings is used for Normal purposes.

### Purpose

The founders of the New Mexico Normal University purposed that the institution should be a teachers college in every sense, consequently the regents have developed the school as rapidly as funds would permit, until now it is furnishing teachers to every grade and character of school in the state, from the high school to the far distant rural districts.

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### SCHOOLS COMPRISING THE NORMAL UNIVERSITY

The Training School	Rural Teachers Training School
The Normal School	The High School
The Summer School	The Teachers College.

### Departments

That the full intent of the law may be carried out, the Regents have established the following departments:

Psychology	Mathematics
Education and Methods	Science
History and Economics	Music and Art
Political Science	Household Arts
Social Science	Manual Arts
Ancient Language	Commerce
Modern Languages	Agriculture
English	Oratory
Student Welfare	

These departments are presided over by men and women who are specialists in their lines.

### The Standing of the Institution

The New Mexico Normal University is recognized as an institution of the first class. Its work is accepted at face value by Universities and State Boards of Education. A graduate from this institution, who has chosen his course properly, may receive a certificate without examination in more than 20 states.

### Equipment

This institution is well-equipped. Its library contains 7,000 volumes.

Its Art Department has many beautiful models. Its Science Department is equipped for the teaching of qualitative and quantitative chemistry as well as elementary chemistry. The Physical Laboratory is well-supplied with apparatus. The department of Experimental Psychology has an extensive set of apparatus enabling the student to conduct many experiments in this field. The equipment of the Domestic Science Department is complete and arouses the admiration of all visitors to that department. The department of Agriculture is being rapidly equipped that it may be on a par with the others. The Department of Commerce is supplied with a large number of typewriters, an adding machine, a multigraph, and other modern, up-to-date equipment. The equipment of the Manual Training Department consist of eight double benches and one instructor's bench with all of the individual tool equipment at bench that is necessary.

During this school year (1915-16) the students of this department (about 100 in number) are building a Manual Training Building 40 feet by 80 feet with 10-foot side walls and gable roof of one-fourth inch pitch. This structure will be divided into five rooms,

as follows: A Mechanical Drawing room, a Recitation and Demonstration room, a Gluing and Finishing room, a lumber room and a large Bench and Machine room. In addition to the equipment mentioned above, the Bench and Machine room will be equipped with a Surfacar, a Saw Table, a Band Saw, a Jointer, a Mortising Machine, and Grindstone, all power driven, also a set of power lathes for wood turning.

### Tuition

The regular tuition fees for one term are as follows:

Stenography and Typewriting.....	\$8.00
Bookkeeping and Typewriting.....	8.00
Typewriting (only) .....	3.75
Summer School .....	5.50
Normal (fees only) (any course) .....	3.75
Academic Course .....	9.25
Seventh and Eighth Grades .....	3.75
Fifth and Sixth Grades.....	3.15
Third and Fourth Grades.....	2.75
First and Second Grades .....	2.40

In case the student pay on the day of registration:

Stenography and Typewriting .....	\$7.00
Bookkeeping .....	7.00
Typewriting .....	3.00
Summer School .....	5.00
Normal School (fees only) (any course).....	3.40
Academic .....	8.20
Seventh and Eighth Grades.....	3.40
Fifth and Sixth Grades.....	2.80
Third and Fourth Grades .....	2.50
First and Second Grades.....	2.10

There is a special fee of fifty cents a term for the use of Chemicals and a deposit of one dollar to cover breakage, required of all students taking chemistry. An additional fee of twenty-five cents a term is required of students taking Biology or Physics.

### TEXT BOOKS

The best books obtainable are used in all the classes. These are furnished free to students.

### RAILROAD FARE

A student that will sign a declaration of residence in New Mexico and an intent to teach in New Mexico may have Railroad Fare, less three dollars, returned after eight weeks' attendance at the Normal



University. Students must travel over shortest practical route.

Take a receipt for every ticket you buy.

This fare is paid to any student who signs the declaration, and for attendance any time in the year.

#### Room and Board

Many students room and board in the city where clean, wholesome food may be had at prices ranging from \$17.00 to \$25.00 per month. At La Casa de Ramona room and board do not exceed \$22.00 per calendar month. Many students bring a mother or older relative who does light housekeeping and thus reduce their expenses.

#### La Casa de Ramona

The students living at La Casa de Ramona have many advantages. Their rooms are completely and beautifully furnished. The building contains a commodious dining room, two bath rooms, a shower bath, and there is a laundry in which students may launder their own linen without extra expense. Students bring no furniture nor bedding, nothing but a napkin ring.

#### Advantages

Graduates of the New Mexico Normal University are aided in securing positions. Superintendents and principals from all portions of the state write requesting the Normal University to nominate teachers for all phases of school work. Several hundred of the teachers of New Mexico have been enrolled as students in the Normal University.

#### Welfare of Students

The moral, physical and social welfare of the students is a matter of constant concern. Such amusements as are found to be objectionable to many citizens of the state are not indulged in, but games and plays that develop the physical side of the student are encouraged. Students have their choice of several churches that are presided over by men of ability. A wonderful spirit of co-operation and high-mindedness has been developed and graduates go out to make better the community in which they teach.

#### Athletic Association

This Association has developed intra-school athletics until almost every student in the school is taking part in some game. The result is marvelous and the satisfaction of the students is marked. Athletics do not exist for the few, but for all the school.

### Literary Societies

There are two literary societies. The Trigonian Society is a boys' organization. It publishes regularly an eight-page paper called the "Trigonian News." The Philomathean is composed of the girls. It gives the girls of the school an opportunity to develop along many lines.

### Alumni Association

The Alumni Association is of great value to the institution. It holds a banquet on Wednesday night of Commencement week yearly, which is one of the most dignified and worthwhile events of the year.

### Oratorical Association

The State Oratorical Contest is divided into three sections. The Normal University sends representatives to each of these sections and its contestants stand high among the winners.

### Discipline

The young men and young women who come to this institution soon learn that they are expected to be ladies and gentlemen and public opinion will tolerate no other conduct, consequently this institution is self-governing in the truest and best sense. Whether students live at the Dormitory or in the city, they are subject to constant watchful care.

### Entrance Requirements

As the Normal University maintains grades from the Primary to and through a full college course, there is no difficulty in obtaining admission into this institution. Students who have attended other schools should bring with them their credits properly certified. Credits from standard schools will be accepted without question. Those from schools that have not been accredited by proper state authority will be accepted for whatever they may be worth.

### SPECIAL LECTURERS

The Normal University is so fortunately located on the Santa Fe that it is possible for the students to hear most excellent lectures and addresses.

### SUMMER SCHOOL

The Normal University conducts a Summer School which begins the first Tuesday in June and continues eight weeks. The members of the faculty are chosen from the regular faculty and other experienced teachers.

All grades of the Training School, of the High School, of the College are maintained.

For complete information write for Summer Bulletin.

### LIBRARY

The Library is large and well chosen. The books are at the service of the State. For five years the school has sent its books into every section of the state. If you want a book, write the school your needs.

### Student Welfare

The purpose of this department is to develop the vitality, strength, grace, beauty and control of the body of the student and quicken his mind as well as to give him material for use in teaching others.

The requirements of these courses in physical education call for two hours of work per week for two years. One hour each week is devoted to general gymnastic work, consisting of tactics, calisthenics (including exercises without hand apparatus and with the usual forms of light apparatus, such as clubs, dumb bells, wands, etc.) and games of lower organization, such as ring games, relay races, simple ball games, tag games, etc. The tactics include maze or figure marching and military tactics.

One hour per week is devoted to folk games of all nations, fancy steps, etc. Simple singing games suitable for smaller children are given as well as the more complicated games for older people.

At seasonable times during the year games of higher organization are taught, such as basket ball, volley ball, tennis, indoor baseball, captain ball, long ball, etc.

The last half of the second year of work is devoted to the study of graded gymnastics and games especially adapted for the school room, suitable recess games and playground activities. The students are given sample educational and recreational drills and games. They are taught the proper sequence of exercises in a gymnastic lessons and physiologic reasons for said sequence. Later, each student is required to arrange his own drills and games and at regular intervals parts of lessons and complete lessons are assigned to the pupils for the purpose of giving them actual practice in teaching under the criticism of fellow students and the regular gymnastic instructor.

### PRIZES

To add to the interest in school work, generous residents of Las Vegas have from time to time given various prizes. The winners are announced on commencement night.

### CORRESPONDENCE COURSE

The Normal University maintains an Extension Department. The following simple rules govern this work:

1. A student may take any course offered by the Normal University, but the total number of credits earned by correspondence shall not exceed two and one-third units.
2. A fee of \$12.00 is charged for a unit credit and six dollars for a half unit credit, to be paid in advance.
3. The amount of text-book work will vary with the course, but in all cases will exceed the requirements of the regular class work at the Normal University.
4. The students will make outlines and answer questions as provided for by the teacher in charge of course pursued.
5. In general, for each unit credit, there will be a text or texts with supplementay references and nine lessons prepared by the teacher and an examination.
6. All correspondence should be directed to the President.

### PRACTICE TEACHING

To secure, in many states, a certificate without examination practice teaching is required. It aids in securing a professional certificate in this state. This work is as important to the High School teacher as to the grade teacher. The Normal University gives practice teaching in the High School.

### OBSERVATION

The value of observing first class teachers at work is recognized everywhere that good teaching is required.

### THE TRAINING SCHOOL

The New Mexico Normal University maintains a Training School under the supervision of the Dean and six critic teachers. It is the policy of the school that all teachers connected with the Training School shall be educated in Normal Schools and have in addition thereto University Training. The opportunity of observing a thoroughly educated, widely-experienced teacher deal with the problems of the school room and then to teach under such a teacher is of inestimable value not only to young teachers but also to those who have had experience either in country or in city schools. Those who attend the summer school have learned the value of this department and each year a larger number enroll for observation and practice teaching.



### THE FACULTY

The Regents have spared no pains in securing the best trained teachers that can be secured. In so far as possible they have employed teachers that are both Normal and College trained.

### CREDITS REQUIRED FOR GRADUATION

A student having to his credit twenty-five (25) units including his High School course will be graduated from the New Mexico Normal University with the degree Bachelor of Pedagogy and be entitled to a professional certificate. With four (4) additional units a student may receive the degree Master of Pedagogy.

Students having sixteen (16) units of college work, or the equivalent in semester hours, will be graduated from the Teachers College with the degree Bachelor of Arts in Education.

### Diplomas

A student completing the course as set forth hereafter in the high school department will receive a diploma that will admit him into all the universities that accept grades from any institution. Graduates of the Normal School are granted the degree Bachelor of Pedagogy for two years' work above high school and Master of Pedagogy for three years' work. Students completing the full course of the Teachers College will receive the degree, Bachelor of Arts, in Education. No college diploma is granted for less than three terms work during which time at least four and one-half units must be earned. Two diplomas will not be granted at the same commencement exercise. Any person who has already received one diploma must complete one full additional term of residence, earning at least one and a half additional units credit, before receiving the next degree.

### RURAL TEACHERS' TRAINING SCHOOL

In accordance with the requirements of House Bill No. 199, the Regents have organized the Department for the Training of Teachers for Rural Schools. Harry Virgil Matthew is in charge of this department and Miss Maude Hancock is the assistant. The Course of Study, as adopted by the Board of Regents and approved by the Board of Education, is as follows:

#### First Semester

Arithmetic .....	5	periods a week	18 weeks
English ...	5	periods a week	18 weeks
Spanish .....	3	periods a week	18 weeks
Domestic Science .....	2	periods a week	18 weeks
U. S. History .....	3	periods a week	18 weeks
New Mex. History and Civics.....	2	periods a week	18 weeks
Physiology and Hygiene .....	3	periods a week	18 weeks
Geography . . . . .	2	periods a week	18 weeks
Observation			

#### Second Semester

English ...	5	periods a week	18 weeks
Arithmetic .....	3	periods a week	18 weeks
Reading ..	2	periods a week	18 weeks
Spanish .....	3	periods a week	18 weeks
Domestic Science .....	2	periods a week	18 weeks
Music .....	3	periods a week	18 weeks
Drawing .....	2	periods a week	18 weeks
Penmanship .....	3	periods a week	18 weeks
Orthography .....	2	periods a week	18 weeks
Practice Teaching			

#### Summer

Primary Methods .....	8 weeks
Agriculture .....	8 weeks
School Management .....	8 weeks
Pedagogy .....	8 weeks

The students in this department are of two classes: First, those appointed by the Superintendent of Public Instruction; second, those who have the same qualifications and desire the same line of work, but have not been appointed. A graduate of this department receives a second grade certificate, good for two years.

In accordance with the Sena Law the Superintendent of Public Instruction appoints 50 students who may attend either of the Normal Schools, as they may elect. The state allows \$300.00 for each

of these students, to pay actual and necessary expenses for board, books and school supplies, lodging and matriculation fees while in attendance at such institutions as the appointee may elect to attend. To be eligible for such appointment, a teacher shall be able to speak, read and write fluently in both the Spanish and the English language, shall have taught for ten months upon a third grade certificate, shall be not less than 18 years nor more than 25 years of age; and shall have given evidence of possessing qualities which fit him or her to teach. No such teacher shall be so appointed unless he or she gives a written pledge to attend the full term as herein provided and to teach for two years in rural districts of the state after completion of the one-year course for which the appointment is made. Students not so appointed, but joining this department will receive every advantage that the others receive, except financial aid from the state.



SATURDAY AT THE LUANDRY

## GENERAL HIGH SCHOOL COURSE

First Year	Second Year
Required	Required
English I—One Unit Latin I—One Unit or Spanish I—One unit Physical Geography—Half Unit Physiology—Half Unit General History—One Unit Physical Culture	English II—One Unit Latin II—One Unit or Spanish II—One Unit Algebra I—One Unit Physical Culture
Electives	Electives
Agriculture I—Half Unit Manual Training I—Half Unit Domestic Science I—Half Unit Stenography I—Unit Art I and II—Half Unit Music I and II—Half Unit	Agriculture II—Half Unit Botany I—Half Unit Zoology I—Half Unit Manual Training II—Half Unit Domestic Art I—Half Unit Stenography II—One Unit Music III and IV—Half Unit Art III and IV—Half Unit New Mexico History and Civics
Third Year	Fourth Year
Required	Required
English III—One Unit Plane Geometry—One Unit	American History—Half Unit Civics—Half Unit
Electives	Electives
Chemistry I—One Unit Bookkeeping I—One Unit Domestic Art II—Half Unit Latin III—One Unit Spanish III—One Unit Art V and VI—Half Unit	English IV—One Unit Latin IV—One Unit Spanish IV—One Unit Algebra II—One Unit Solid Geometry—One Unit Physics I—One Unit Bookkeeping II—One Unit Business Arithmetic—Third Unit Commercial Geography—Third Unit Commercial Law—Third Unit Domestic Science II—Half Unit Art VII—Half Unit Penmanship.

Note—One half unit of Vocational Art Work and two units of Science are required of all students who expect to be teachers.



## GENERAL NORMAL COURSE

## First Year

Psychology—One Unit  
 Special Methods—One Unit  
 Grammar Review—Half Unit  
 Arithmetic Review—Half Unit  
 Observation—Half Unit  
 Elective—Half Unit

## Second Year

Pedagogy—Half Unit  
 School Management—Half Unit  
 History of Education—Half Unit  
 Practice Teaching—One Unit  
 Electives—One and Half Unit

## Third Year

EXPERIMENTAL PSYCHOLOGY—Half Unit  
 SOCIAL PSYCHOLOGY—Half Unit  
 ADVANCED PEDAGOGY I—Half Unit  
 ADVANCED PEDAGOGY II—Half Unit  
 SOCIOLOGY I—Half Unit  
 SOCIOLOGY II—Half Unit  
 Elective—One Unit

## COLLEGE COURSE IN MANUAL TRAINING

## First Year

General Psychology—One unit.  
 Special Methods—One unit.  
 Grammar Review—One-half unit.  
 Arithmetic Review—One-half unit.  
 Mechanical Drawing II—One-half unit.  
 Manual Training III—One-half unit.

## Second Year

Principles of Education—One-half unit.  
 Observation—One-half unit.  
 Practice Teaching—One unit (One-third in Manual Training Department and two-thirds in Training School.)  
 Methods in Manual Training—One-third unit.  
 Art Metal Work—One-sixth unit.  
 School Management—One-half unit.  
 History of Education—One-half unit.  
 Trigonometry—One-half unit.

## Prerequisites of Above Course

Manual Training I—One-half unit.  
 Manual Training II—One-half unit.  
 Art I and II—One-half unit.  
 Algebra I and II—One and one-half units.  
 Geometry I and II—One and one-half units.  
 Physics I—One unit.  
 Chemistry I—One unit.

## COLLEGE COURSE IN COMMERCIAL BRANCHES

## First Year

Psychology—One unit.  
 Special Methods—One unit.  
 Grammar Review—One-half unit.  
 Arithmetic Review—One-half unit.  
 Observation—One-half unit.  
     in Grades—One-third unit.  
     in Commercial Dep't—One-sixth unit.  
 Typewriting  
 Stenography—One-half unit.  
 Introductory Bookkeeping—One-half unit.

## Second Year

Principles of Education—One-half unit.  
 School Management—One-half unit.  
 History of Education—One-half unit.  
 Practice Teaching—One unit.  
     in Grades—Two-thirds unit.  
 Stenography and Transcription—One-half unit.  
 Advanced Bookkeeping—One-half unit.

A student that does not have Commercial Law and Arithmetic and other necessary allied branches may make up the deficiency in the Summer School.

A high school course in this department will be announced in the catalog which will be printed in September.

## FOUR YEAR COLLEGE COURSE IN HOUSEHOLD ECONOMICS

## First Year

Psychology—One unit.  
 Special Methods—One unit.  
 Grammar Review—One-half unit.  
 Arithmetic Review—One-half unit.  
 Domestic Science III—One unit.

## Third Year

Economics—One-half unit.  
 Domestic Science V—One unit.  
 Domestic Science VI—One unit.  
 Electives—One and one-half units.

## Second Year

Observation—One-half unit.  
 Principles of Education—One-half unit.  
 School Management—One-half unit.  
 History of Education—One-half unit.

Domestic Art III—One unit.  
 Domestic Science IV—One unit.

## Fourth Year

Sociology I—One-half unit.  
 Sociology II—One-half unit.  
 Practice Teaching—One unit (One-third in Household Economics and two-thirds in Training School.)  
 Domestic Science VII—One unit.  
 Domestic Science VIII—One-sixth unit.  
 Bread Making—One-third unit.  
 Elective—One-half unit.

## OUTLINE OF SOME SPECIAL COURSES

**Commercial  
High School**

Stenography I—One Unit  
 Stenography II—One Unit  
 Bookkeeping I—One Unit  
 Bookkeeping II—One Unit  
 Penmanship  
 Commercial Arithmetic—1-3 Unit  
 Commercial Geography—1-3 Unit  
 Commercial Law—1-3 Unit

**College**

Observation—1-6 Unit  
 Practice Teaching—1-3 Unit

**Art  
High School**

Art I—One-fourth Unit  
 Art II—One-fourth Unit  
 Art III—One-fourth unit  
 Art IV—One-fourth Unit  
 Art V—One-fourth Unit  
 Art VI—One-fourth Unit  
 Art VII—Half Unit

**College**

Art VIII—Half Unit  
 Art IX—Half Unit  
 Art X—

**Household Economics  
High School**

Domestic Science I—Half Unit  
 Domestic Science II—Half Unit  
 Domestic Art I—Half Unit  
 Domestic Art II—Half Unit

**College**

Domestic Science III—One Unit  
 Domestic Art III—One Unit  
 Domestic Science IV—One Unit  
 Domestic Science V—One Unit  
 Domestic Science VI—One Unit  
 Domestic Science VII—One Unit  
 Domestic Science VIII—1-6 Unit

**Manual Training  
High School**

Manual Training I—Half Unit  
 Manual Training II—Half Unit

**College**

Mechanical Drawing II—1-2 Unit  
 Manual Training III—Half Unit  
 Art Metal Work—1-6 Unit  
 Special Methods—1-3 Unit  
 Observation—1-6 Unit  
 Practice Teaching—1-3 Unit

**Music  
High School**

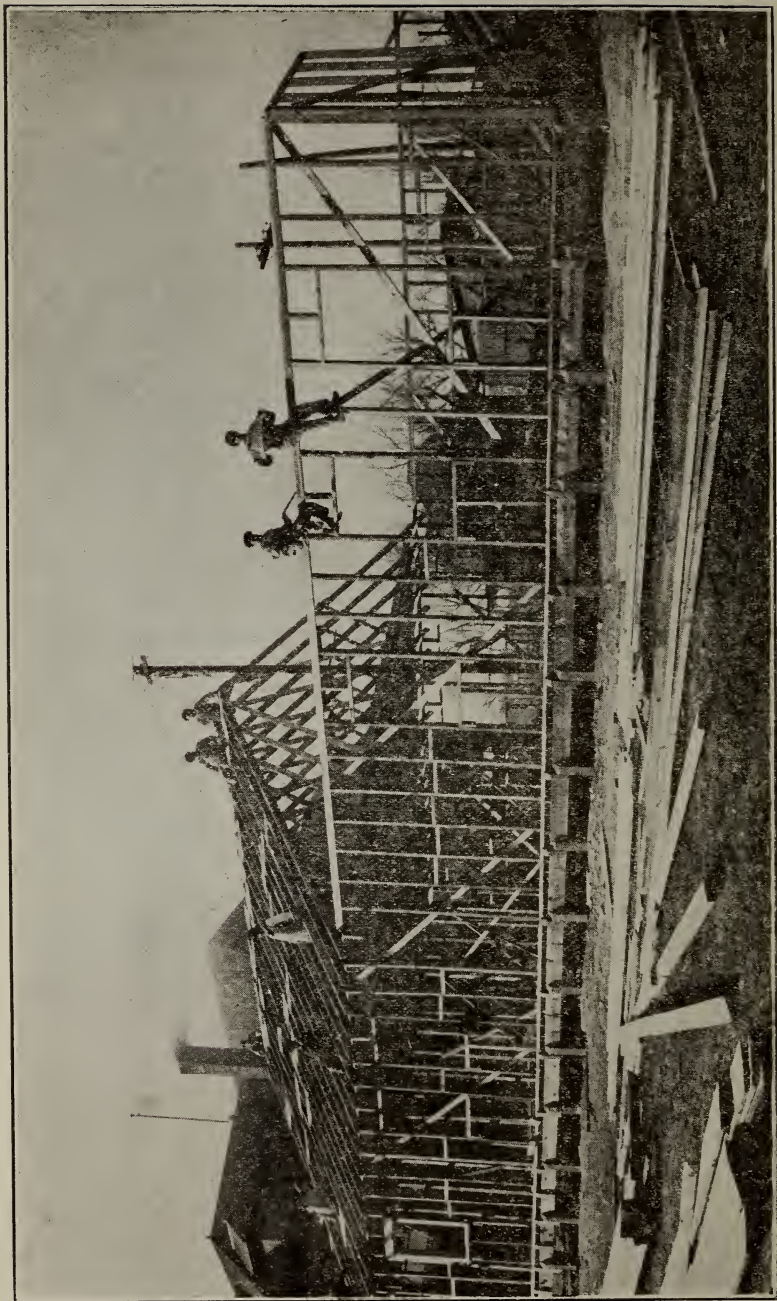
Music I—One-fourth Unit  
 Music II—One-fourth Unit  
 Music III—One-fourth Unit  
 Music IV—One-fourth Unit

**College**

Music V—  
 Music VI—One-fourth Unit  
 Music VII—One-fourth Unit  
 Music VIII—One-fourth Unit  
 Music IX—Half Unit  
 Music X—Half Unit

**Physical Culture  
High School**

Physical Culture I  
 Physical Culture II  
 Physical Culture III  
 Physical Culture IV



MANUAL TRAINING BOYS AT WORK ON THEIR NEW BUILDING



THE  
COLLEGE COURSES

**PSYCHOLOGY AND EDUCATION**

**GENERAL PSYCHOLOGY**—This course extends through two terms of the first year of the Normal Course and precedes the work in the Principles of Education, to which it is related as a basal science. It is the purpose of this course to give the student a sufficient knowledge of the facts of consciousness and a sufficient insight into the scientific method, to allow him to carry on his advanced work in Pedagogy with understanding. Five periods per week for twenty-four weeks. Two thirds unit of credit.

**CHILD STUDY**—The course in Child Study occupies the spring term of twelve weeks, and follows directly the work in General Psychology. It is designed to offer a preparation for the work in Pedagogy and Practice Teaching. Five periods per week for twelve weeks. One-third unit of credit.

**EXPERIMENTAL PSYCHOLOGY**—This course is based on Starch's Experiments in Educational Psychology, extending through one semester five times per week. It is the purpose of this course to give concrete illustrations of the laws governing the learning process, which are studied in the course in the Principles of Education, and applied in the course in Methods and Practice. The course in General Psychology and Child Study is required for entrance into this course. Five periods per week for one semester. One half unit of credit.

**SOCIAL PSYCHOLOGY**—The texts for this course are Ross's Social Psychology and McDougal's Social Psychology. Lectures and reading in current literature on the subject. This course is open only to students having one year of general psychology. Five times per week for one semester. One half unit of credit.

**PRINCIPLES OF EDUCATION**—This course extends throughout one semester and is based on the work in General Psychology. It is intended to give a general view of the field of Pedagogical discussion and to familiarize the student with the problems of education now occupying the minds of students. Five periods per week for one semester. One half unit of credit.

**ADVANCED PEDAGOGY I.** The basis of the work in this class is Hall's Educational Problems, Volume I. Special subjects are assigned for investigation. This and the succeeding course are required of all students who are candidates for Bachelor of Arts in Education.

Five periods per week for one semester are required for one-half unit credit.

**ADVANCED PEDAGOGY II.** The basis of the work in this class is Hall's Educational Problems, Volume II, Moll's Sexual Life of the

Child. Reports on special phases of subjects discussed are required of all students.

Five periods per week for one semester are required for one-half unit credit.

**PRACTICE TEACHING**—This course consists of actual teaching one period each day throughout the senior year, and is based on the work in Observation and Principles of Education. Each student is required to submit detailed plans for the lessons of each week at the close of the preceding week. These plans are examined by the critic teacher under whom the work is done and any desirable modifications are suggested. The courses in Observation and Practice Teaching are under the general direction of the supervisor of the training school, and are articulated with the work in Principles of Education and Special Methods. Five periods per week for thirty-six weeks. One unit of credit.

**OBSERVATION**—This course extends throughout the first year of the Normal Course and occupies four periods per week. No outside preparation is required for this work excepting the keeping of notes. Four periods per week for thirty six weeks. One half unit of credit.

**SPECIAL METHODS**—This course applies the best approved modern methods of teaching to the subjects of Reading, Spelling, Language, Geography, History and Arithmetic. It should be preceded by Psychology and Pedagogy, in order that the principles of those subjects may be intelligently applied. A study of plans, devices, etc., peculiar to each subject will be taken up so far as time will permit. This course should precede practice teaching in the training school. This course takes the subjects in order named. Various special texts and pedagogical journals are used. Five periods per week for thirty-six weeks. One unit of credit.

**HISTORY OF EDUCATION**—The course in History of Education includes a brief survey of the educational systems and the contributions to the society of the ancient and mediaeval nations. Special emphasis is laid upon the development of modern elementary education and the work of the reformers and great educators such as Comenius, Pestalozzi, Froebel, Herbart, Horace Mann, etc. The great educational classics will receive a share of attention, as will the various tendencies in education such as humanistic, naturalistic, psychological, and modern.

Texts: Monroe, Hoyt, Graves, Parker. Five periods per week for one semester. One-half unit of credit.

**SCHOOL MANAGEMENT**—This course is designed to give the student a knowledge of those plans, methods, devices, which have stood the test and been found good. The young teacher is much better prepared for her work if she has a knowledge of the best means of heating, ventilating, lighting and seating the school room. Much

attention is given to grading, promotions, examinations, reports, uses of the course of study, preparing programs, discipline, etc. What a teacher should be, relation of the teacher to the community, the importance of moral training and of professional ethics are discussed in class. Five periods per week for one semester. One-half unit of credit.

### HISTORY

**ADVANCED AMERICAN HISTORY I**—The text used is Gordy's Political History of the United States, with the Biographies of Washington, Jefferson, Hamilton and John Adams, in the American Statesman Series. Five periods per week for one semester. One-half unit of credit.

**ADVANCED AMERICAN HISTORY II**—Gordy's Political History of the United States, Volume II, with the Biographies of Henry Clay, John Quincy Adams, and Roosevelt's War of 1812, are the texts used. In addition to these books used as texts, special references are made to the reports of the American Historical Association and to articles in the American Historical Review. Five periods per week for one semester. One-half unit of credit.

**MEDIAEVAL AND MODERN HISTORY**—College Course, beginning with the time of Charlemagne and laying special stress upon the development of the modern nations of Western Europe. Texts: Thatcher and Schwill; Robinson. Five periods per week thirty-six weeks. One unit of credit.

**FRENCH REVOLUTION I**—Text: Mignet's French Revolution. Readings: The Tale of Two Cities, The Prince and the Peasant, The Biographies of Mirabeau, and Robespierre and Constitutions and Documents, by Anderson. One semester, one-half unit of credit.

**FRENCH REVOLUTION II**—Text: The Cambridge Modern History, Volume VIII, French Revolution. Readings: The Great French Revolution. One semester. One-half unit of credit.

### MATHEMATICS

In order to raise the standard of the teaching of mathematics in the high schools of the state, the Normal University offers three and one-half years of college mathematics selected and taught with the needs of the high school teacher in view.

**PEDAGOGY OF ARITHMETIC**. This is a teachers' course and presupposes a thorough knowledge of grade arithmetic. The arithmetical feature of the work is based upon a good secondary text which is reviewed in the light of recent investigations in the teaching of arithmetic. The pedagogical feature is based upon the writings of Smith, Young, McLellan and Dewey, with supplementary reading and reports in the general history, of arithmetic, the Sixteenth Cen-



tury arithmetic, the development of the Hindu system of notation, arithmetical abilities, etc. No pains is spared to make this course indispensable to the live growing teacher. One period daily for fall semester. One-half unit credit.

**TRIGONOMETRY.** The analytic and geometrical phases of trigonometry, the use of tables, algebraic reductions, the solution of triangles by the aid of tables and by construction and measurement, graphing, the use of the sliderule and checking results, receive the emphasis in this course. One-third unit credit allowed for this work. Five periods per week for one term.

**COLLEGE ALGEBRA.** Those parts of algebra which are closely related to that of the high school, but lie just beyond its horizon, such as irrational numbers, the factor theorem, complex numbers, determinants, theory of equations, combinations, chance and infinite series, are carefully studied as far as the time of the course permits. Five periods per week one term. One-third unit credit.

**MODERN GEOMETRY.** Since high school teachers of mathematics, even when they have enjoyed a college education in their chosen field, have rarely had any training in synthetic geometry beyond that given in the high schools, the Normal University offers one term, an introduction to Modern Geometry. This course emphasizes those parts of the subject which are closely connected with Euclidean geometry, but lie just beyond its domain.

As at present there is no suitable text in English for such a course, it is based upon the works of Hadamard, Ronche et Comberrouse and Henrici und Treutlein. It is believed that such a course is indispensable for an intelligent teaching of high school geometry and that the colleges can not long delay offering such courses for the benefit of such teachers. Five periods per week one term. One-third unit credit.

**PEDAGOGY OF SECONDARY MATHEMATICS.** The more difficult part of secondary mathematics are reviewed from the broad standpoint of the teacher and the power gained from the study of the previous advanced work. The pedagogical writings on the secondary field by various authors are studied and the historical development of the subject receives careful attention. It is believed that this course will prove as beneficial to secondary teachers as the pedagogy of arithmetic has to grade teachers. Five periods per week for one term. One-third unit credit granted for this course.

Beyond these courses other advanced work may be elected from differential equations, advanced analytics, advanced calculus and the elements of the theory of functions, or projective geometry, but never more than one of these advanced courses will be given at a time.

## GREEK

GREEK I—Text: The First Greek Book, John Williams White. Work covered: Inflections, conjugations, syntax, with simple exercises in reading and composition. Five periods per week. One unit of credit.

GREEK II—Texts: Xenophon's *Anabasis*, Homer's *Iliad*, Greek Grammar, by William W. Goodwin, Greek Prose Composition by Henry Carr Pearson, A. B. Work covered: Xenophon's *Anabasis*, Books I and IV, with parallel and supplementary readings from standard histories of Greece. Homer's *Iliad*, Books I and III. Introductions to the Epic dialect and the Homeric hexameter; practice in metrical reading. Five periods per week. One unit of credit.

GREEK III—Plato: The *Apology* and *Crito*. Homer: Selections from the *Odyssey*. Greek prose. Homer: *Odyssey*. Five periods per week for thirty-six weeks. One unit of credit.

## LATIN

LATIN V—Cicero's *De Senectute* and *De Amicitia*, with Latin composition. Drill in the syntax of moods and tenses; special attention to the classification of subordinate clauses.

Livy, Books XXI and XXII. Study of the moods and tenses and subordinate clauses continued. Practice in sight reading.

Horace, Selections from the *Odes*, *Satires*, *Epistles* and *Ars Poetica*; a few passages memorized; a study of social life during the time of Horace; prosody. Five times per week for thirty-six weeks. One unit of credit.

LATIN VI—Roman Archaeology: Following are some of the subjects treated: Amphitheaters, aqueducts, arches, architecture, basilicas, bath houses, catacombs, temples, theatres, walls, war implements, etc. Papers are required of students on special topics.

ROMAN ANTIQUITIES: Public and private life of the Romans; dress and ornaments, household furniture, kitchen utensils, museums, pottery and vases, private houses, public buildings, sculpture, wall decorations.

Ovid, Selections.

Cicero's letters: Selections arranged to throw light upon the life and time of Cicero.

Composition: A brief review of the syntax of the noun and verb, followed by practice in connected Latin writing.

Composition: Course 8 continued.

Five periods per week for thirty-six weeks. One unit of credit.

### GERMAN

GERMAN I.—In the first year German class, the rudiments of grammar are taught in connection with reading and translation. Spanhoofd's Grammar and Harris' Composition are the basis for this work. *Hoher als die Kirche* is also used and studied. Thirty-six weeks, five periods per week; one unit credit.

### ENGLISH

ENGLISH V.—A brief survey of American Literature. A study of the paragraph: the essentials of a paragraph, classes of paragraphs, methods of developing a paragraph, writing of paragraphs (subjects selected by instructor). An historical and critical study of the short story from Boccaccio to Kipling. Analytic Studies in the technique of the short story will be accompanied by constructive work in story writing. Short stories to be written often (subjects suggested by instructor). Texts for study and reference: Wooley's *Mechanics of Writing*, Worsfold's *Principles of Criticism*, *The Short Story* by Brander Matthews, *Composition and Rhetoric* by Lockwood and Emerson, pages 222 to 239. Five times per week, thirty-six weeks. One unit.

ENGLISH VI. *The Modern Drama*. A consideration of contemporary forms and tendencies. A careful study of the works of G. B. Shaw, Ibsen, Maeterlinck, and several plays of Galsworthy. Plays of Lady Gregory's *Irish Comedies* are read for the sake of contrast. Both the dramatic structure and the purpose of the plays are studied. A study of the best plays of the present season and of the leading actors is required. Five times per week, thirty-six weeks. One unit.

ENGLISH VII—A study of the English Familiar Essay.

This course is prepared not for the scholar-specialist but for the general reader and college undergraduate.

The course divides itself into three divisions—

I. Montaigne and the Beginning of the Essay in England.

II. The Periodical Essay of the Eighteenth Century.

III. The New Magazine Essay of the Nineteenth and Twentieth Centuries.

ENGLISH VIII—A study of the Short Story and of the Novel.

Fall Semester—The Short Story including a consideration of the art of the great short story writers in the English language with the translations of the work of some of the leading European writers. Five times per week for eighteen weeks. One half unit of credit.

Spring Semester—The Novel. A consideration of the great novelists of the nineteenth century using bulletin 38 (28) as an outline. Five times per week for thirty six weeks. One half unit of credit.

PROFESSIONAL GRAMMAR. The aim of this course is not so

much to emphasize the intricate technicalities of grammar but the study of vital, usable grammar. A brief study of the etymology of the English language serves as a preface to the course. Another aim is to repudiate certain commonly taught inconsistencies concerning verbs, a logical treatment of which is in harmony with the history of the language.

The first part of the course deals with the **sentence**. The student begins with the **simplet sentence**, then element after element is added until all ordinary English constructions have been studied. Sentences are chosen whose content lies well within the experience of high school pupils, but which, so far as the necessity of drill permits, have some literary value. A great deal of space in this course is given to the correction of common errors. Compositions and other exercises are to be written often by students with a view to **grammatical construction and literary finish**. One-half unit.

## BIOLOGY

**BOTANY II.** A thorough, systematic study of plant evolution is pursued. A careful detailed study of the principles that govern plant life is made both in the class room and in the laboratory. The relation of structure to function of different parts of the plant is made by a study of various typical plants in the laboratory. Particular emphasis is laid upon the study of the life history and methods of control of such fungi and bacteria as the rusts, smuts, and blights which cause disease in our economic plants. This course is open to students in the college department and to those students who have completed the botany course offered in the high school department. This course consists of three periods of lectures and recitations and two double periods of laboratory work a week. Fall semester. One-half unit credit.

**ZOOLOGY II.** The course is designed to give the student a more thorough knowledge of the structure and life histories of certain typical animals, and the inter-relations of structure, habit and environment. The student is required to search for principles and their applications. Particular stress is laid upon the study of vertebrate animals of economic importance. Agricultural application is made wherever possible. This course is open to students in the college department and to students who have completed the course in zoology offered in the high school department. This course consists of a series of lectures and recitations, three periods per week and laboratory work two double periods. Spring semester. One-half unit credit.



**CHEMISTRY**

**CHEMISTRY II**—Prerequisite, Chemistry I.

**Qualitative Analysis:** A laboratory course in the analysis of inorganic mixtures, extends over a half year and requires five 95-minute periods per week to be spent in the laboratory.

**Quantitative Analysis:** A laboratory course in elementary quantitative analysis which offers practice in volumetric determinations. The course extends over a half year and requires five 95-minute periods per week to be spent in the laboratory. The course is qualitative analysis is prerequisite. Thirty six weeks. One unit of credit.



### MANUAL TRAINING

MANUAL TRAINING III. Manual Training I and II are pre-requisites to this course.

a. Shop Practice. Fall Term. This course consists of Forge practice and a study of the Gas Engine. It is not intended that the student should become proficient in the use of the forge shop tools to the extent that he would make a first class mechanic. However, it is quite necessary that an instructor in Manual Training should acquaint himself with the properties of iron and steel, with the various welds, with tempering, etc.; also to know the gas engine in this day and age is almost a necessity. Therefore, a part of the time allotted to this course will be given to the study and manipulation of the gas engine, testing the horse power and efficiency of an engine and "trouble shooting." Twelve weeks. Five periods per week.

b. Shop Practice. Winter Term. This course consist of preparatory work in machine shop work. Filing, chipping, and elementary lathe work make up the contents of the course. Twelve weeks. Five periods per week.

c. Shop Practice. Spring Term. This course consists of lathe work in iron and steel, screw cutting, milling, etc.

Castings may be purchased together with blue prints and specifications for small gas or steam engines and the machine work done by the student. Twelve weeks. Five periods per week.

Thirty-six weeks, five periods per week. One-half unit credit.

ART METAL. This course consists in part of piercing, sawing, filing. Etching with acids is another phase of this course. Hammering the metal into bowls, trays, etc., is the more advanced phase of it. Twelve weeks, five periods per week. One-sixth unit credit.

Special Methods in Manual Training—This course is especially valuable to those who intend to teach Manual Training and who have had some practical training in Manual training and desire to know something of the history, development, methods of teaching, shop systems and organization, outlining of courses, kinds of tools best suited for the purpose, etc. Five periods per week for twelve weeks. One-third unit of credit.

Observation in Manual Training. In the two year course for Supervisors in Manual Training there is offered a nine months course of observation in the regular class room work in the various grade rooms and one-third of the time is to be devoted to observation in grade work in Manual Training. This three months course in observing grade Manual Training classes consists of observing one hour for four days per week. The fifth day the one hour is devoted to writing up the notes, reading references, etc. A very thorough set of notes must be made up of what the student deems the most essential of the methods, system and pedagogy of the work as it is carried on before his eyes. One-sixth unit of credit.

PRACTICE TRAINING IN MANUAL TRAINING. The practice teaching consists of teaching a class in Manual Training in the grades (under the direction of the Supervisor of Manual Training) five days per week for twelve weeks. The work must be outlined in detail and the outlines handed in to the Supervisor daily.

The school has a good supply of the best books obtainable along this line of work in its library. Sufficient references are given for at least one hours reading each day in these texts of standard authority. One-half unit of credit.

### HOUSEHOLD ECONOMICS

Domestic Science III, Food Theory. This course in foods consists of a scientific and intensive study of foods. Reference work and lectures in addition to text. No laboratory. Five hours per week, with outside preparation, for thirty-six weeks. One unit of credit.

DOMESTIC ART III (a). Textiles class work and laboratory. General Chemistry prerequisite. This course covers the principal forms of textile industries and their development. The present day methods of spinning and weaving, classification, manufacture, and finish of all important fibres. The laboratory work takes up the identification of fibres and substitute materials by means of the microscope. Chemical tests to determine adulterations of cloth, identification of materials, names, widths, prices, weaves, cleaning, dyeing. (b) Art Needlework. Includes stitches in crochet, knitting, cross stitch, French embroidery, smocking, and their application to all kinds of garments and materials. (c). Clothing of children. Proper clothing, hygiene of clothing, construction of complete sets of clothing for children of various ages. Ten hours per week for thirty-six weeks. One unit of credit.

DOMESTIC SCIENCE IV. (a) Dinner Work I. This is a course in elementary serving of meals, being made up of the simple breakfasts, luncheons, dinners, afternoon teas, etc. Domestic Science I and II of the high school course prerequisites. (b) Advanced Dietetics. This course applies the principles of nutrition of man with the underlying

physiological, economic, and social conditions and a study of dietaries and dietary standards. Laboratory. Serving of dietaries and comparisons of nutritive value. (c) Therapeutic cookery. Diet as related to conditions of disease, preparation and serving of invalid dishes and trays. Ten hours per week for thirty-six weeks. One unit of credit.

DOMESTIC SCIENCE V. (a) Home Sanitation. This course considers a study of the conditions which determine the healthfulness of the house and the application of the principles of sanitation to its care. Sanitary construction, lighting, plumbing of the house are important phases. Text book and reference work required. (b) Household Administration. General management of the home, the underlying idea. Woman's economic position as home maker and the place of the home in the economic world. Systematizing, furnishings of the household, cost, apportionment of the income, etc. (c) Dinner Work II. A course in advanced dinner work with serving of elaborate meals. Cost and balanced menus required. Advanced Dietetics prerequisite. Five periods per week with outside preparation for thirty-six weeks or its equivalent. One unit of credit.

..DOMESTIC SCIENCE VI. (a) Methods in Domestic Art. (b) Methods in Domestic Science. Each includes a study of methods of preparation for teachers for class work, method of teaching, making of lesson plans and course outlines, arrangement and equipment of laboratories, cost of equipment and supplies. Five times per week with outside preparation for thirty-six weeks. One unit of credit.

DOMESTIC SCIENCE VII. (a) Home nursing. A study of conditions met in caring for the sick in the home, together with the fundamentals of nursing. (b) Care of children. Theoretical study of child from infancy to adolescence. (c) Demonstrations. Actual practice in lecture and demonstrations given to enable girls to give demonstrations before women's clubs, schools, etc. Five hours per week with outside preparation for thirty-six weeks. One unit of credit.

DOMESTIC SCIENCE VIII. Laundering. A study of chemical and physical principles applied to laundering of clothing. Practical work in bluing, fine starching, ironing, folding, removal of stains. Five hours per week without outside preparation for twelve weeks. One-sixth unit of credit.

Substitutions. (a) Physiological Chemistry. Five hours per week with outside preparation for 24 weeks. Two-thirds unit of credit. (b) Bread making. An intensive study of yeasts, flours, milling, and all conditions affecting quality of bread. Experiments and many varieties of bread made. Ten hours per week for twelve weeks. One-third unit of credit.

Note—A one term course in table etiquette will be offered to boys in college department of the New Mexico Normal University.



## MUSIC

Music V—Rural School Music. Songs, methods, and material adapted to rural conditions. One period per week throughout the year. Certificate credit for rural teachers.

Music VI—Kindergarten and Primary Music. Songs and Music adapted to children in the kindergarten, first and second grades. The child voice, methods of instruction, rhythm exercises. One period daily for one semester, one fourth unit of credit.

Music VII—Harmony. The study of triads, chords of the seventh, inversions, modulation, harmonization of given melodies, etc. One period daily for one semester. One fourth unit of credit. Music I required as prerequisite for this course.

Music VIII—Music Methods. Designed for grade teachers and supervisors. One period daily for one semester. One fourth unit of credit. Music I prerequisite for this course.

Music IX—History of Music and Appreciation. Open to all students desiring to study music from a cultural standpoint. Technical skill is not required for this course. One period daily for one semester. One half unit of credit.

Music X—Students preparing to become supervisors of music, are required to take in addition to the course in music, chorus conducting, advanced work in ear-training, melody writing, sight-reading, and folk-dancing, also to prepare outline covering one year's work in music in all the grades from first through the eighth. One period daily for one semester. One half unit credit. This credit will be granted for practice teaching.

Courses will not be offered to fewer than five students in a class.

## ART

Art VIII—Methods in Art. For teachers and supervisors. Planning courses of study and supervision; discussions. One period daily for one semester, one half unit credit. Art I, II, V.. prerequisites.

Art IX—History of Painting, Sculpture and Architecture. From beginning of history. The study of important and great masters and their work, illustrated by pictures. One period daily for one semester. One half unit credit.

Art X—Students preparing to become supervisors of Fine Arts will be required to complete the following course, in addition to preceding courses. Advanced work in pencil, charcoal, blackboard and color.

Courses will not be offered to fewer than five students in a class.

### DRAWING

**MERCHANICAL DRAWING II**—This course consists of Orthographic Projection, evolution of solids, isometric and cabinet projections, and some plates of practical mechanical drawings of machine parts. Second year; fall term, winter term and spring term. Thirty-six weeks, five periods per week. One half unit of credit

**Machine Drawing**—This course consists of a plate of drawing-room standards, one of bolts, screws and nuts, and several drawings of machine parts. It is an advanced course in Machine Drawing.

**Mechanical Drawing I and II**, prerequisite. (The student may elect to take architectural drawing instead of this as they are parallel courses).

Third year, fall, winter and spring terms. Thirty six weeks, five periods per week. One half unit of credit.

**ARCHITECTURAL DRAWING**—The student in this course makes a study of the standards in architectural drawing, and after the student has made a few plates of some building already designed he makes several plates of various views of building designs of his own.

Bills of material and a set of specifications have their place (The student may elect to take Mechanical Drawing I instead of this course as they are parallel courses). Five periods per week for thirty six weeks. One half unit of credit.

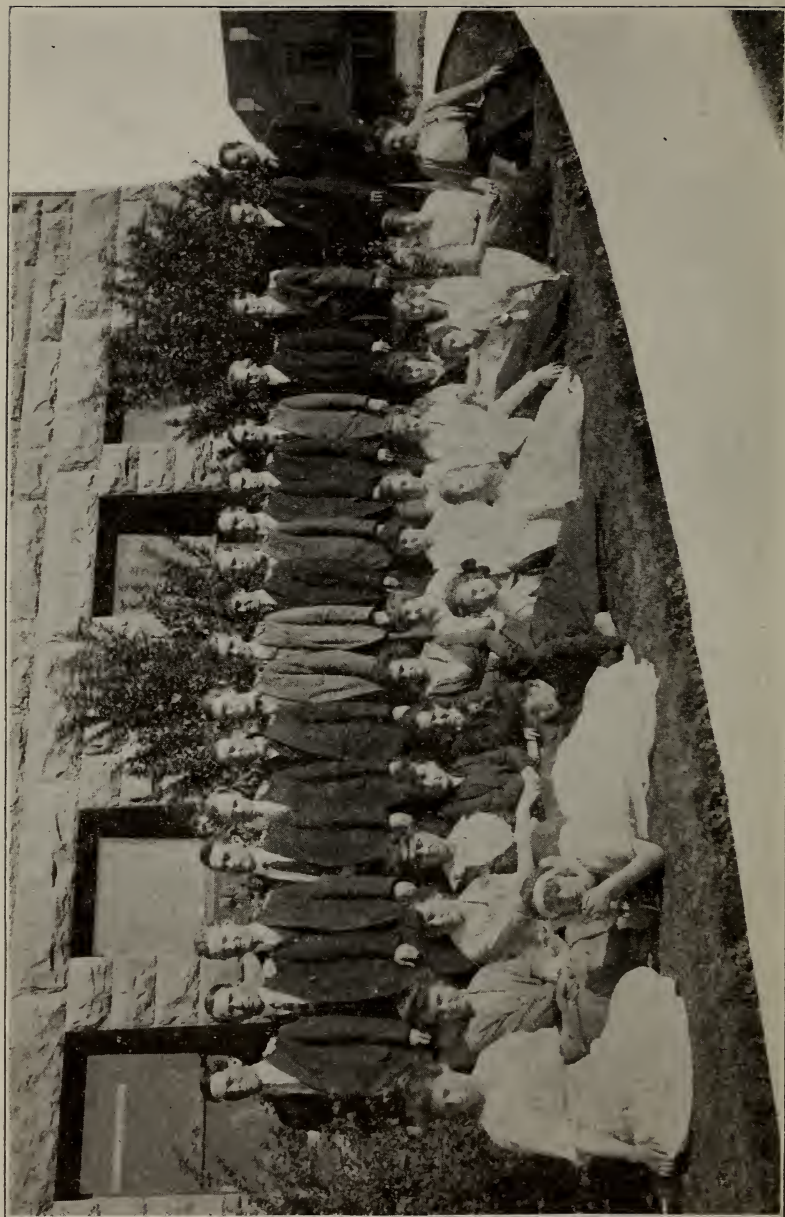
**LIBRARY SCIENCE**—The following course in Library Science is offered to enable teachers to classify properly the books in their school libraries and to care for them so as to derive the most benefit from their use. One lecture will be given each week, and five hours laboratory work required weekly upon the subject of the lecture. The following are some of the subjects given; Mechanics (embossing, labeling, pocketing, tagging), classification, cataloging, card arrangement, charging system, repairing, general reference, indexes, government documents, childrens literature and others. Two periods per week for thirty six weeks. One fourth unit of credit.

### COMMERCE

**OBSERVATION**—The Commercial Department also offers a course in observation and Practice Teaching. In observation the student is required to observe the methods of the teacher in charge and make notes of same. Four periods per week for twelve weeks. One-sixth unit of credit.

**PRACTICE TEACHING**—In practice teaching the student is required to put into effect what has been observed in the regular class room, thus fitting himself more fully for teaching the commercial subjects in high schools. Five periods per week for twelve weeks. One-third unit of credit.

THE  
HIGH SCHOOL  
COURSES



THE GLEE CLUB, THAT MADE THE NORMAL UNIVERSITY FAMOUS



## HISTORY

UNITED STATES AND NEW MEXICO HISTORY—Required course including one-half unit of history and one-half unit of civics.

One great purpose of the school is to produce an intelligent citizenship, to enable the individual to establish properly his civic relationship. The whole course of study and the whole school life should contribute to this end. But where the civic aspect of education is so important, the pupil's civic training should not be left wholly to incidental influences. Government should be a part of his study, not in the details of its mechanism, but in its essential relations to the life of the community and the individual.

It is desirable that the work in American History and Civil Government be as closely correlated as possible. The development of American institutions from the English should be pointed out.

The course in history takes up the planting of the English colonies, their political and social development. The various wars, their causes, economic and political with their effects. The rise of political parties, the expansion and development of the nation down to the present time. Texts: Channing, Roberts. Five periods per week for one semester. One-half unit of credit.

UNITED STATES AND NEW MEXICO CIVICS—The Course in Civics deals with the organization and workings of national, state and local governments as they actually exist in the United States today. Special attention is given to the history and government of New Mexico. Texts: Roberts, Ashley. Five periods per week for one semester. One-half unit of credit.

GENERAL HISTORY—Required high school course for first year high school. How to study history, the use of references, the development of peoples and institutions, are given the greatest emphasis.

Special periods studied are Ancient Oriental Civilization, Rise and Decline of Greece and Rome, Dark Ages, Renaissance, Reformation, Era of Political Revolution up to the present. This course may be called a bird's-eye view of history. Texts: Myers' General History and others. Five times per week for thirty-six weeks. One-half unit of credit.

## MATHEMATICS

ALGEBRA I. The work of this year centers around the linear equation. Emphasis is placed upon clear algebraic expression, both in symbols and language, clear mathematical thinking, accuracy and rapidity in the mechanical operations and care in checking the results. The course extends through quadratics and is required of all students for graduation. One unit of credit.

PLANE GEOMETRY. This course is developed by an inductive-

deductive method. The early work is largely constructive, inductive and even intuitional, leading gradually into rigorous and deductive thinking as the awakening mind feels the need for it. It is believed that such a treatment of the subject is more pedagogical and educative than the effort to force rigorous methods upon immature minds. Required of all students for graduation. One unit of credit.

**ALGEBRA II.** The work of the course centers around the quadratic equation. The subject is developed by a more formal process than would have been possible at an earlier stage. Many of the theorems taken for granted heretofore are demonstrated and some of the fundamental assumptions and definitions of algebra are examined. The factor theorem, radicals, quadratics, proportion and progressions receive the emphasis at this point. The graph is freely used, thus connecting algebra and geometry as two parts of the same subject. Elective. One-half unit of credit.

**SOLID GEOMETRY.** Coming at the close of a three years' study of mathematics permits this subject to be studied from a larger viewpoint than is customary in the usual texts. The course is based upon one of the current texts but is largely supplemented from French and German works. It is attacked both analytically and synthetically, making it an excellent review and extension of the mathematics previously studied. Elective. One-half unit of credit.

### LATIN

**LATIN I**—Text: Latin for Beginners, by Benjamin L. D'Ooge, Ph. D. Work Covered: The first two terms are devoted to pronunciation, the study of forms and vocabulary together with some elementary constructions, a knowledge of which is necessary for the translation of the exercises and reading matter. The work of the third term is concerned primarily with the study of syntax, and of subjunctive and irregular forms. There is abundant easy reading matter. No new vocabularies, but those already given are thoroughly reviewed. Five periods per week for thirty-six weeks. One unit of credit.

**LATIN II**—Texts: Caesar's Gallic war, Allen and Greenough. Latin Grammar, Charles E. Bennett. Latin Composition, Part I, Benjamin L. D'Ooge. Work Covered: The reading of four books of Caesar's Gallic War together with the study of syntax and prose composition throughout the year. Five periods per week. One unit of credit.

**LATIN III**—Texts: Selected Orations of Cicero, Francis W. Kelsey. Latin Grammar, Charles E. Bennett. Latin Composition, Part II, Benjamin L. D'Ooge. Work Covered: The four orations against Cataline, the speech on Pompey's Commission, and the oration for Archias. The study of syntax and prose composition throughout the year. Five periods per week. One unit of credit.

**LATIN IV**—Texts: Virgil's Aeneid. Latin Grammar, Charles E. Bennett. Supplementary Latin Composition, H. C. Nutting. Work Covered: Six books of the Aeneid. Much drill is given to the quantitative reading of Latin poetry. One period a week is devoted to a senior review of grammar and prose composition. Five periods per week for thirty-six weeks. One unit of credit.

### SPANISH

**SPANISH I.** Correct pronunciation is acquired, and the rudiments of grammar are taught. Simple prose is read, written exercises, dictation and memorizing of easy poems are introduced soon after the beginning of the year. Coester's Spanish Grammar and Harrison's Elementary Reader are the text books used in the first year. Thirty-six weeks, five periods per week; one unit credit.

**SPANISH II.** The main principles of grammar are covered, including all the irregular verbs, intensive reading with occasional translation into idiomatic English of one hundred and fifty to two hundred pages of modern Spanish as part of this year's work. Memory work is given much attention. Texts used are Coester's Spanish Grammar (Part II) and *El Libro Cuarto de Lectura*, and *El Pajaro Verde*. Thirty-six weeks, five periods per week; one unit credit.

**SPANISH III.** In this course there is a thorough study of syntax in connection with reading and composition. Practice in dictation, memorizing and translation is constantly given. Texts used in this work are: *Marianela*, *Tres Comedias Modernas*, *El Si de las Ninas*, and grammar work from *De Tornos* (Part III.) and Olmsted and Gordon. Thirty-six weeks, five periods per week; one unit credit.

### ENGLISH

**ENGLISH I**—Composition and Introduction to Literature. Text: Composition and Rhetoric, Lockwood and Emerson. A thorough review of grammar and punctuation is followed by elementary work in narration, word study, and letter writing. The literary phase of the course centers about the classics Stevenson's *Treasure Island*, Scott's *Ivanhoe* and *Lady of the Lake*, Dickens' *Christmas Carol*. Five periods per week for thirty-six weeks. One unit of credit.

**ENGLISH II**—This course is a continuation of course I. Texts: Hill's *Beginnings in English*, Lockwood and Emerson's *Rhetoric*.

Special emphasis is placed upon description and exposition, oral work and expressive reading. The literary appreciation and written work center about the classics used, which are chosen as models of thought and composition: Julius Caesar, Silas Marner, *Merchant of Venice*, *Idylls of the King*, Macaulay's *Essay on Burns*, Burns' *Poems*. Five periods per week for thirty-six weeks. One unit of credit.

**ENGLISH III**—This is a course in literature the aim of which is a study of the men and the books that reflect the American spirit.

Text: Long's American Literature. Special classics read and studied aside from text: The Spy, House of Seven Gables, House of Usher. Written work very often—narrations, descriptions and expositions. Outside reading required. Reports given in class as oral compositions from works of the following writers: Aldrich, Joel Chandler Harris, Bret Harte, Mark Twain, Dr. Van Dyke, Howells. Five periods per week for thirty-six weeks. One unit of credit.

ENGLISH IV—English Literature, its history and its significance for the life of the English-speaking world. Texts: English Literature by Long, Pancoast's Introduction to English Literature. Study of masterpieces: Hamlet, Essay on Milton by Macaulay, Paradise Lost, Macbeth, Princess, Far from the Maddening Crowd by Hardy, Chaucer's Prologue, Midsummer Night's Dream. A great deal of outside reading required. Five time per week for thirty-six weeks. One unit of credit.

### BIOLOGY

BOTANY I—This course is open to second and third year high school students. Required of those preparing to teach. A systematic study of the subject tends to cultivate habits of observation, respect for the beautiful in nature, and a systematic arrangement of our knowledge.

Instruction consist of lectures, text book assignments, field trips and recitations. The student is taught to collect and preserve plants and to classify them. A study is made of the interrelation of structure and function of plants, the relation of the plant to its environment, and the complex life processes of the plant. Emphasis is placed on the study of such plants as are of the most economic importance, such as are our common field, orchard and garden plants. The study of these plants from a botanist's view-point lays a good foundation for the scientific study of agriculture. In the laboratory a careful study is made of the organs of plants, their modifications, and their functions. Experiments are conducted to show the effect of such external conditions as heat, light, moisture and air, upon the plant. This course consists of three recitation periods and two double periods of laboratory work a week. Fall Semester. One half unit of credit.

ZOOLOGY I.—This course is open to second and third year high school students. Required of those preparing to teach. This course may either precede or follow botany. The work will consist of lectures, recitations, laboratory and field work. The entire course will be based upon and largely consist of the study of a series of types representing the most important groups of animals. The life history of such insects as the house fly and mosquito will be studied, showing their harmful nature and means of preventing their increase. Laboratory work will consist of observation and dissections of representa-



tive animals of the various groups. What has been said in regard to the usefulness of botany will apply to zoology. Three recitations and two laboratory periods per week. Spring Semester. One half unit of credit.

### PHYSICS

PHYSICS I. The order of the subjects is that given in Millikan and Gale's First Course in Physics, which is used as a text book by the students, who are given oral and written instructions for laboratory work, in addition to the directions of the manual. This course is open to third and fourth year students in the high school and all college students. Three forty-five minute periods per week are spent in recitation and two ninety-five minute periods in the laboratory. Thirty-six weeks. One unit credit.

### CHEMISTRY

CHEMISTRY. I Text: McPherson and Henderson's "First Course in Chemistry." Fall Term: Oxygen, hydrogen, water, acids, bases, salts, chemical laws and hologens. Winter Term: Carbon, nitrogen, sulphur and phosphorous and their compounds; symbols and equations, gas laws, soil, ionic theory, electrolysis and organic chemistry. Spring Term: Fermentation, foods, clothing, heat, light, household processes, the metals and qualitative analysis.

Special attention is given to industrial and household processes particularly those which apply to Domestic Science and Arts, and Manual Training, such as cleaning processes, dyeing, cooking, metal-working, combustion. This course is designed for women as well as for men and is intended to be of special use in one's everyday life. This course is open to third and fourth year students in the high school and all college students. Three forty-five minute periods per week in recitation and two ninety-five minute periods in the laboratory work per week are required. Thirty-six weeks. One unit of credit.

### PHYSICAL GEOGRAPHY

PHYSIOLOGY—The work offered is of the nature of that covered in Blaisdell's "Life and Health," and Colton's "Experimental and Descriptive Physiology." The course in this subject follows the physical geography which ends the middle of the winter term and continues tends over a half year and is required of all students for graduation. Instruction is given by lectures, text book assignments and laboratory work. Spring Semester. One half unit of credit.

PHYSICAL GEOGRAPHY—The course in physical geography extends over a half year and is required of all students for graduation. Instruction is given by lectures, text book assignments and laboratory work. Field trips are given a prominent place in the work. Fall Semester. One half unit of credit.

## AGRICULTURE

AGRICULTURE I—This course is designed to give the student a general knowledge of the fundamental principles underlying the best agricultural practice of the present day. Application of these principles is made to local conditions as revealed by a careful study of them in New Mexico. The course consists of lectures, recitations, and laboratory work. The following are some of the subjects taken up: soils, plant propagation, cereal crops, forage crops, farm animals, dairying, plant diseases, orchards, dry-land farming, irrigation and kindred subjects to be found in a general course in agriculture.

In the laboratory the student is taught not only the principles underlying work in soils, plant growth, stock judging and grain judging, but also taught to make many useful things for the farm. Instruction is given in rope-splicing, knot-tying, the construction of trap nests, seed testing boxes, and home-made surveyors levels for surveying irrigation ditches, the proper mixing of sprays for insects and fungi, and bacteria and many other things of equal value to the farmer. The prospective teacher is taught how to teach agriculture in the rural schools and how to organize and conduct club work for boys and girls. One Semester. One-half unit of credit.

AGRICULTURE II—In the work in Agriculture II more extensive use is made of the government bulletins and publications of state experiment stations which relate to special problems of soils and crops of the more arid regions of our country. The student is given a problem and is required to search out all the information relating to it from all available sources. This gives him not only the valuable knowledge relating to the agricultural problems and practices of our country, but makes him familiar with the sources of obtaining the latest scientific knowledge of them.

Special study is made of the correlation of the teaching of agriculture in the village and rural schools with the home work of the pupils. This course, together with Agriculture I, should fit the teacher to go into rural communities and materially improve the standard of living of the community. It should also fit him to teach agriculture in high schools and city schools of the state. This course is open to all who have completed the first course in agriculture as described in course I. One Semester. One-half unit of credit.

## MANUAL TRAINING

MANUAL TRAINING I—This course is intended and planned for those who have had woodwork in the grades where this subject has been given a serious consideration, as is the case with the pupils in the Training school of this institution. However, in case there is a call for this work by one who has not had the advantage of the work

in the grades, special provision will be made to accommodate the student.

a. Mechanical Drawing. Fall term. This course consists of geometrical drawing, an introduction to working or shop drawings. Each student furnishes a set of drawing instruments, which should be approved by the instructor. Twelve weeks. Five periods per week.

b. Woodwork. Winter term. It is assumed that the student has had instruction in the use and care of tools in the grades. It might be stated here that this course is not a course of furniture making to the exclusion of everything else, as is too frequently the case. Furniture making, however, plays an important part on account of the excellent training it gives. Another practical phase of the course is the studying, designing and making of farm projects, such as wagon boxes, hay derricks, chicken coops and breeders, silos, cement forms, etc. The purpose of the course is to make the student familiar with as many useful and practical devices as possible while he is learning the correct use of tools of various kinds. As soon as students show skill, care and dependability they will be permitted to use the hand saw and jointer when they can be used to advantage. Twelve weeks. Five periods per week.

c. Woodwork. Spring Term. A continuation of the work done in the winter term. Twelve weeks. Five periods per week.

Thirty-six weeks, five periods per week. One-half unit credit.

MANUAL TRAINING II. This course is intended for those who wish to specialize in Manual Training for the purpose of teaching the subject in High Schools, or for those who for any other reason wish to learn to use the power woodworking machinery.

a. Woodwork. Fall Term. A course of advanced making, making use of the power machinery. A study of methods and devices for the purpose of rapid, accurate work. Woodwork I pre-requisite. Twelve weeks. Five periods per week.

b. Woodwork. Winter Term. A continuation of the fall term's work. Twelve weeks. Five periods per week.

c. Wood Turning. Spring Term. This course consists of instruction in the use of the guage, round

nose, parting tool, skew, and callipers during work on the face-plate and spindle. The relation of the turning lathe to the pattern maker is made clear, as well as the fact that the lathe is not now as important a machine as it once was. Twelve weeks. Five periods per week.

Thirty-six weeks, five periods per week. One-half unit of credit.

### MUSIC

MUSIC I—This course consists of notation, scales, meters, signatures, symbols, terminology, rhythm, ear-training, and sight reading. One period daily for one semester. One-fourth unit of credit. Required of all students preparing to teach in the grades.

MUSIC II—Continuation of Music I and deals with the more advanced sight-reading, in one, two, three and four parts. Music I required as a prerequisite. One period daily for one semester. One-fourth unit of credit.

MUSIC III—Orchestra. Open to all students who can play orchestral instruments. Two periods per week throughout the year, for which, with additional rehearsals for concerts, etc., one-fourth unit of credit will be given.

MUSIC IV—Glee Club. Required of all students unless excused by director of the department. Music of a high standard will be studied and prepared to present in the public. Two periods per week during school year for which with additional rehearsals for concerts, etc., one-fourth unit of credit will be given.

### ART

Art I—This course deals with elementary free-hand drawing of objects in accented outlines; nature drawing, general light and shade. Media: pencil, charcoal, crayons, water colors. Required of all students preparing to teach in the grades. One period daily for one semester. One-fourth unit of credit.

Art II—Continuation of Art I. It includes the advanced work of drawing in outline, relief, light and shade, still life, perspective in its application to interior and exterior, nature drawing, casts, sketching, and copying of master drawings. Media: pencil, charcoal, water-color, pen and ink, and pasteur. One period daily for one semester. One-fourth unit of credit. Art I a prerequisite to this course.

Art III. Pose drawing and cartooning. Drawing from costumed model. Students in the class will be selected to act as models. Media: pencil, charcoal, crayon, pen and ink. One period daily for one semester. One-fourth unit of credit. Art I and II are prerequisite to this course.

Art IV—Clay modeling and pottery. Beginning with simple



spherical forms and leading to vases, bowls, tiles, etc. One period daily for one semester. One fourth unit of credit.

Art V—Color and Design Special study of the theory of color composition and its application. The principles of design, which include spacing, balance, rhythm, repetition, proportion, etc. The application of these underlying principles worked out in decorative composition for given problems, such as book-covers, boxes, lamp shades, posters, holiday cards, lettering, stenciling, wood-blocking printing, leather work, etc. One period daily for one semester. One-fourth unit of credit. Art I a prerequisite to this course.

Art VI—House design and Decoration. In this course the architecture, building materials, and their adaptation to location and climate, will be discussed. Schemes of color for house interior and furnishings, will be worked out and applied. Plans for a house will be required of each student taking this course. One period daily for one semester. One-fourth unit of credit. Art I and V prerequisites to this course. This course is especially designed for teachers of Household Arts.

Art VII—Constructive Design. Applied to paper, card-board, weaving, reed and raffia, and leather work. Two periods daily for one semester. One-half unit of credit. Art I and V prerequisites to this course.

### HOUSEHOLD ECONOMICS

DOMESTIC SCIENCE I. An elementary study of food principles with theoretical study of the same, together with practical work in elementary cooking. Four hours per week laboratory. One hour per week recitation for thirty-six weeks. One-half unit of credit.

DOMESTIC ART I. Elementary sewing. Making of stitches used in garment construction in Model Book. Small amount of art needle work. Drafting of patterns and making of underwear. Five hours per week for thirty-six weeks. One-half unit of credit.

DOMESTIC ART II. Dressmaking and use of commercial patterns. Practical construction of four dresses taking up use and manipulation of the four leading textile fibres in clothing. Five hours per week for thirty-six weeks. One-half unit of credit.

DOMESTIC SCIENCE II. An elaboration of Domestic Science I together with advanced and fancy cookery, canning and preserving, and experimental cookery. Study of high school dietetics and planning of dietaries. General Chemistry a prerequisite. Four hours per week of laboratory. One hour per week of recitation for thirty-six weeks. One-half unit of credit.

Note. Boys are eligible to work in Domestic Science as well as girls. The work as a whole aims to teach practical work in cooking and sewing for the home in these four years of academic study.

### COMMERCE

This institution aims to put forth a commercial course such as can not be surpassed by any school in the country. The subjects offered are Stenography, Typewriting, Penmanship, Commercial Arithmetic, Commercial Geography, Commercial Law, Bookkeeping, Accountancy and Banking.

**BOOKKEEPING I.** For those having the proper qualifications, which consist of a knowledge of commercial arithmetic and a fair hand in penmanship. Bookkeeping is perhaps the most important subject of the commercial course. This is a requirement of great corporate interests of the present time. Through our modern system of bookkeeping in use, this school teaches bookkeeping as it occurs in the business world. After a few preliminary exercises the textbook is merely used as a reference book, just as the dictionary is used as a reference book by those students taking stenography. The student begins at once to receive business papers which come into the business from other firms and prepares such papers as are usually issued to those who do business with the firm. These transactions either sent or received are recorded into the proper books until he is thoroughly trained in entering, posting, making balance sheets, business statements, closing the ledgers and handling the various business papers.

In the intermediate department the student occupies a position of bookkeeper and receives, prepares and handles all business papers. Drafts are here introduced, and the student is required to make the proper entries. Ordinary banking is also introduced and the student is required to make deposits, issue checks and receive them, is taught how to keep his check books accurate, enter the various invoices as they come into the business, make the entries into the various books of original entry and is given a broad training which will fit him to take up a position as bookkeeper in the ordinary business life. The materials needed for the first year are Moore and Miner textbook incoming and outgoing blanks and business forms.

Two recitations daily throughout thirty-six weeks, one unit credit.

**BOOKKEEPING II.** Here the student is required to assume the position of bookkeeper for a large manufacturing concern, is required to properly distribute costs of labor, material, etc., and gets a thorough education, how to keep the books for large corporations, how to systematize the work, is required to handle numerous column journal and cash books and taught how to simplify the work, so that it may be intelligently presented to those needing to know the conditions of the business.

This school is also prepared and offers to give a special course in Banking and Cost Accounting, to supplement the advance work in bookkeeping giving a thorough knowledge of the duties of the various

banking clerks and enabling the student to take up the duties of a banker or act as accountant for corporations. The materials necessary for this year are incoming and outgoing papers, blanks, etc., the same textbook is used as the previous year.

Two recitations daily throughout thirty-six weeks, one unit credit.

**STENOGRAPHY I, GREGG.** The primary aim of this school is to produce not stenographers, but teachers of stenography. However, no one who wishes to fit himself for office duty in preference to teaching need despair. As a thorough knowledge of the principles of the system is necessary in either operator or teacher, the teacher is so trained that he may either do one or the other. The tremendous growth of business in the country has made it necessary for thousands of High Schools to put the commercial course in their curriculum, making the demand for commercial teachers imperative.

This school fits its student teachers for the best paying positions, therefore those wishing to prepare for office work must keep pace with the ones preparing for teaching and no student for office work hereafter will be given a certificate of proficiency until he or she has at least a month in the office of the Normal University, after completing the course in Stenography.

After the student has mastered the principles of the system thoroughly, he is put to dictation at a moderate rate of speed and this rate increased as the ability of the student will permit, until he writes at a rate of one hundred words a minute, when the introduction of office practice will take place. Here the student is required to take dictation, transcribe his notes, make carbon copies, file them according to the best modern practice of filing correspondence, make enclosures and in every way go through the same routine as if he was in office.

After the speed has increased to one hundred twenty-five words a minute, the student is called upon to do actual office work in Normal University, thus not only receiving theoretical practice in class, but every day office practice in as busy an office as can only be found in an institution of the size of the Normal University.

One recitation daily for thirty-six weeks, one unit of credit.

**STENOGRAPHY II.** Every student who takes stenography should have in mind to take it either as a means of fitting for an executive position or as a means to prepare for a profession. For those intending to become stenographers instead of teachers this school offers an excellent chance. Good stenographers are constantly in demand either as civil service operators or court reporters. In either case remuneration is good, a successful reporter frequently earning from \$2500 to \$5,000 a year, besides the extras. Those taking the advanced course are thoroughly trained in civil service and have speed enough to take up court reporting.

Since all stenographic students are required to take up the study of English in the regular department of English, they are also prepared to take up the duties of a secretary or amanuensis, positions which more and more require stenographers thoroughly trained in English. In addition to these requirements in Stenography, the student is also required to take machine dictation and the least speed that is permitted for graduation is a speed that will enable him to win an efficiency award such as are issued by the various typewriter companies.

One recitation daily for thirty-six weeks, one unit of credit.

**BUSINESS ARITHMETIC.** Business Arithmetic is taught in order that the student may be more proficient in his calculations in Bookkeeping. The various shortcut methods are taught so as to save time in calculations, and the student is given a thorough review of the principles of arithmetic as they are most likely to be encountered in actual business.

One recitation daily for twelve weeks, one-third unit of credit.

**COMMERCIAL LAW.** This subject is taught, not to encourage the student to fight his own cases in court but rather to avoid going to law as a means of settling business transactions. The chief object sought after in the study of the subject is to give the student a good knowledge of the law as relating to interest and usury, sales of personal property, partnership, agency, liens, attachment, common carriers, statute of frauds, statute of limitations; and be able to fill out in concise legal form simple contracts and agreements.

One recitation daily for twelve weeks, one-third unit of credit.

**COMMERCIAL GEOGRAPHY.** A student in order to enter more fully into the spirit of our vast commercial enterprises should have a knowledge of the why and the wherefore of business. He should know fully why we are obliged to do business, why business is subdivided so that not all falls into one part of the country, the division of labor, etc. This is done in the study of this important subject. The student is taught the various industries of the different parts of the country, how they are related to one another, how a depression in one affects the others and is given a good thorough review in geography so as to be the better able to do business intelligently.

One recitation daily for twelve weeks, one-third unit of credit.

**PENMANSHIP.** The value of penmanship in bookkeeping and stenography is so great that no student should risk entering either a class in bookkeeping or more especially stenography who is not able to write a good hand. It is the poor penman that goes begging for a position in bookkeeping or fails in stenography. No credit for this course.



## PHYSICAL CULTURE

The work is divided into the following courses:

- Physical Culture I. a. Simple Maze of Figure Marching and Tactics  
b. Calisthenics (with and without hand apparatus)  
c. Games of Lower Organization, such as ring games, relay races, tag games, simple ball games, etc.

Two times per week. One semester. Required of all students.  
No credit.

- Physical Culture II a. Fancy Steps  
b. Simple singing games for smaller children  
c. Folk games of all nations

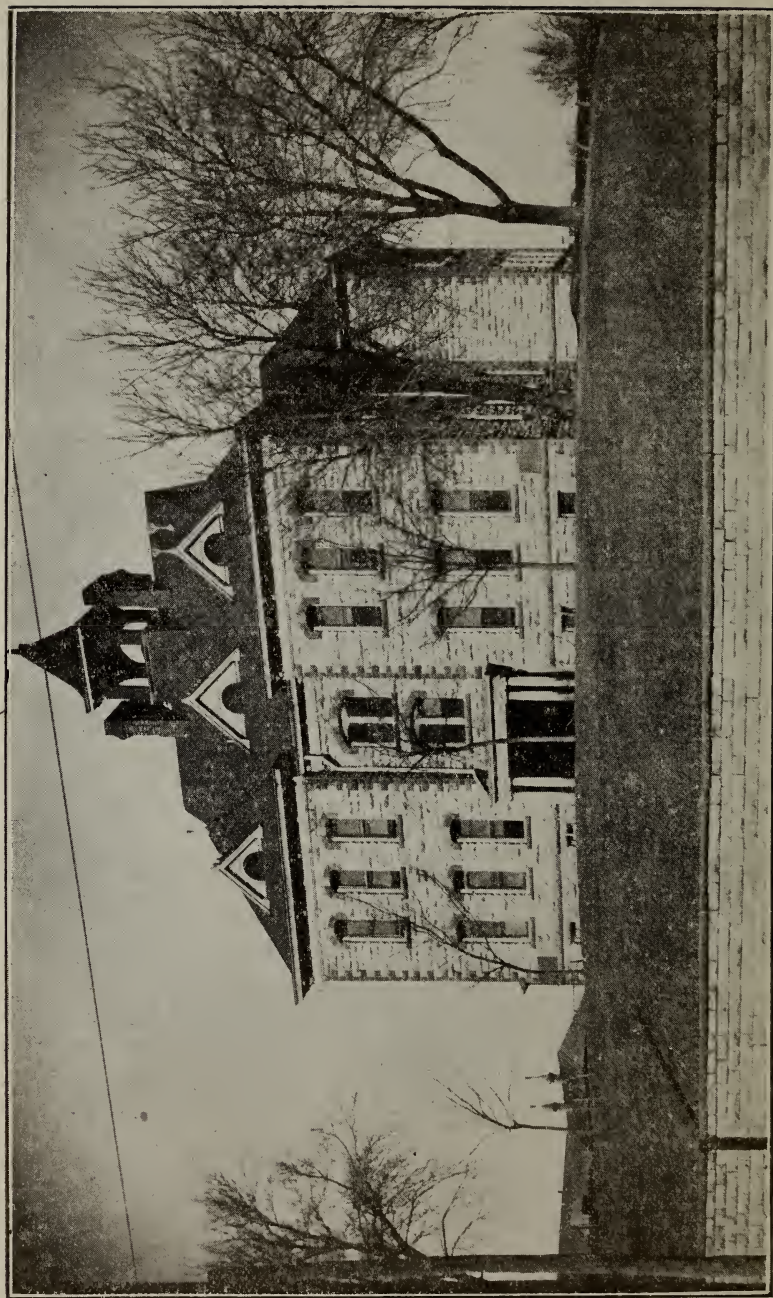
Two times per week. One semester. Required of all students.  
No credit.

- Physical Culture III. a. Military Tactics  
b. Calisthenics—the more difficult exercises and drills without hand apparatus and with clubs, dumb bells, wands, etc.  
c. Heavy Apparatus Work (on horse, rings, parallel bars, mats, etc.)  
d. Games of Higher Organization—tennis, basket ball, volley ball, indoor base ball, captain ball, long ball, etc.

Two times per week. One semester. Required of all students.  
No credit.

- Physical Culture IV. a. School Room Gymnastics and Games.  
b. Recess and Playground Activities  
c. Theory of Physical Education  
d. Practice Teaching

Two times per week. One semester. Required of all students.  
No credit.



Summer School Practice Training Department, used by the Courtesy of the City Board of Education

# SUMMARY

## ALUMNI

### NUMBER OF GRADUATES.

	Comparison	
	Commencements 1899-1910	Commencements 1911-1915
Academic Department	50	70
Three Year Normal Course*	12	2
Four Year Normal Course*	5	
Five Year Normal Course*	26	2
Four Year Normal Course* with degree		
Bachelor of Pedagogy	31	
Six year Normal Course* with degree		
Bachelor of Pedagogy		109
Special Diploma		1
Seven Year Normal Course* with degree		
Master of Pedagogy		44
Special Master of Pedagogy diploma		
(1899)	1	
Total	—	—
	125	228

\*All Normal Courses are above Eighth Grade.

Total number of diplomas 353.



## BACHELOR OF ARTS IN EDUCATION

## Class of 1915

Charles Leonard Schreck

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## MASTERS OF PEDAGOGY

## Seven Year Course

## Class of 1900

Jessie M. Himes.

## Class of 1912

Frank Carroon

## Class of 1913

John C. Baker

Anna Ryan Bruce

Bessie Cavanaugh

Mary Esther Hanson

Margaret Hill

Jennie Pearl Hutchison

Phillip Power

Rufus Mead

Florence Oella Mair

Helen Papen

Manette Alice Myers

(Mrs. Harry W. Lawson)

Leona Whitworth-Logue

## Class of 1914

Freda Frank Appel

Lena Eldridge

Doyle C. Barnett

Samuel Jesse Daley

Arthur E. Edwards

Eva Felton

Kate Hope Livingston

Buford Harris Kirk

Mabel Ora Henricksen

Alice Amelia Turner

(Mrs. W. H. Devenny)

Rose Mae Power

Charles L. Schreck

Astanyx Douglas Smith

Rachel V. Smith

Rice Sylvester Tipton

Bernice K. Zingg

## Class of 1915

Drury L. Adkins

Lorna Ione Johnson

Gladys Madeline McVay

Belle Norton

Rosalie Pierce Powers

Astynix Douglas Smith

Hazel Effie Webb

Lena Eldridge

Charlotte Opal Jones

\*Lora Holmes Northrup

Sylvia Pochel

Byron Justus Read

Sylvia Maria Vollmer

Emma Ruth Ziegler

\*Deceased



## SPECIAL DIPLOMA WITHOUT DEGREE

## Class of 1913

Artie Leona McMahon

## BACHELORS OF PEDAGOGY

## FOUR YEAR COURSE

## Class of 1899

Mrs. Sallie Hume Douglas	Jessie M. Himes
Wellington B. Givens	Elba D. Stoneroad
Mrs. Ella Weltmer	(Mrs. F. R. Lord)

## Class of 1900

Flora Barbara Beschle	Carrie Capitola Tuttle
(Mrs. Hopléy)	(Mrs. Montserrat)
Minnie Holzman	Maggie Marion Mayers
Gertrude Anna Duhrsen	

## Class of 1901

Charles Burton Barker	*Pearl Frances Rothgeb
Virginia Hendren	(Mrs. Theo. Hockemeyer)
Helen Aurelia McNallen	Nellie Stern
Leah Georgia Murray	Vashti Edna Thomas
(Mrs. J. S. Duncan, Jr.)	Marion Winters
	(Mrs. H. Hoke)

## Class of 1902

Emerson Atkins	Helen Maude Ellis
Helen Blake	Louisa Kimball Reed
Maggie Jackson Bucher	Ada Springer
Mary Edith Cooper	(Mrs. Warren B. Davis)
Mattie E. Garlick	Eunice Pauline Tamme
(Mrs. W. E. Kelley)	(Mrs. Herbert Fell)

## Class of 1903

Mattie Barker	Pearl Barker
(Mrs. J. I. Phillips)	(Mrs. Lee Hart)
Katherine Edith McConnell	Lillie Gertrude Johnson
*Deceased	

## SIX YEAR NORMAL COURSE WITH DEGREE

## BACHELOR OF PEDAGOGY

## Class of 1911

Nora Elizabeth Anderson	Anna Margaret McMahon
Nellie Eunice Ellison (Meyres)	Cornelia Kimball Murray
Anna Maybelle Goin	Daisy Paine
Frances Louise Lowry	Helen Papen

## Class of 1912

Anna Ryan Bruce	Pattie Frances Murphy
Bessie Cavanaugh	B. Louise Murphy
Mary Esther Hanson	Bertha Margaret Papen
Margaret Elizabeth Hill	Phillip Power
Cora Beale Key	Rosalie Pierce Powers
Florence Oella Mair	Anna J. Rieve
Mary Dillon McGinn	Merle Geraldine Schlott
Rebecca McKenzie	(Mrs. Wm. J. Norton)
(Mrs. Harper Harmon)	Emma Louise Tamme
	Jeannette Ward

## Class of 1913

Freda Frank Appel	Mary C. McRaynolds
John C. Baker	Rufus Mead
Maud Wimber Baker	Daisy Caroline Murphy
Grace Gertrude Barker	Mae Aloisus Murphy
Mabel Benfer	Manette Alice Myers
Marguerite Bernard	(Mrs. Harry W. Lawson)
Bessie Cavanaugh	Phillip Power
Samuel Jesse Daley	Rose May Power
Alaska Nevada Davis	Charles L. Schreck
Nona Zoe Davis	Myrtle Elinor Skaggs
(Mrs. C. O. Dunn)	Astynix Douglas Smith
Jennie Pearl Hutchison	Rachael V. Smith
Kate Hope Livingston	Pryor B. Timmons
Leona Whitworth-Logue	Ella Josephine Young
Aurora Refugio Lucero	(Mrs. Wallace Hesselden)
Addie Mair	

## Class of 1914

Mabel Baldwin	Buford H. Kirk
Marguerite Bernard	Agnes Langston
Doyle C. Barnett	Enid McGee
Gladys Elizabeth Carroon	Rebecca H. S. Livingston
Ruth Conrad	Elmyra Miller
Mabel Teresa Devine	Soledad Montano
(Mrs. Charles T. Cassidy)	Lora Holmes Northrup
Arthur E. Edmunds	Belle Norton
Lena Eldridge	Gladys Palmer
Clara A. Eschliman	Marguerite Ellen Murphy
Eva Felton	Byron Justus Read
Phebe Hart	Rice Sylvester Tipton
Jennie Vivian Hedgecock	Sarah Getrude Tooker
Mabel Ora Hinrichsen	Louise Wells

## Class of 1915

Drury L. Adkins	Emma Ruth Ziegler
Azelia Elizabeth Austry	Effie Anderson
Lucy Elizabeth Clement	May Louise Buell
Florida Gallegos	Marie Lorella V. Clement
Celia Margaret Hinrichsen	S. Elizabeth Hart
Ella Worley Johnson	Lorna Ione Johnson
Charlotte Opal Jones	Rose Kellog
Artie Leona McMahon	Mary Louise McMahon
Frances Mildred McMahon	Gladys Madeline McVay
Louis Calhoun Mersfelder	Francis Ford Myers
Belle Norton	Silvia Pochel
Harley H. Seymour	Bulah Marvin Stagner
Mary Katherine Tillman	Lois D. Victor
Hazel Effie Webb	Sylvia Maria Vollmer

## FIVE YEAR NORMAL COURSE WITHOUT DEGREE

## Class of 1905

Marie Hume Douglas	Louise Sporleder
(Mrs. Frank Bachelor)	*Irene Whitmore

## Class of 1906

Laura Hallock	Ruby Gertrude Schlott
(Mrs. F. H. Crail)	(Mrs. S. A. Connell)
Myron Clayton Benedict	Irma Bell

## Class of 1907

Ada D. Albert	Florence Oella Mair
Mollie Basinger Austin	

## Class of 1908

Margaret Flint	Grace Barker
(Mrs. Collins)	Addie Mair
May Howell	Tessie Devine
(Mrs. Dodson)	(Mrs. Charles T. Cassidy)

## Class of 1909

Artless Jeanette Browne	Beulah Meredith Hartman
(With Kindergarten Diploma)	(With Kindergarten Diploma)
(Mrs. C. P. Trumbull)	(Mrs. Chenault)
Bertha Papen	Marie Schaefer
	(Mrs. Frank Thompson)

## Class of 1910

Hallie Josephine Doran	Jeanette May Robson
Mary Adeline Lamb	Helen Cummings Schaefer
Mary Dillon McGinn	(Mrs. Carlos Dunn)
Rebecca Rachael McKenzie	Rachael Dunbar Ward
(Mrs. Harper Harmon)	(Mrs. Lewis Peterson)
Ellen Marguerite Murphy	

## Class of 1912

Jennie Pearl Hutchison

## Class of 1913

Florence Louise Trahey



## FOUR YEAR NORMAL COURSE WITHOUT DEGREE

## Class of 1904

*I Loyola Dillon	Cora Hume Pettijohn
Clara Gerhart	(Mrs. Allen Aldrich)
Anna J. Gohrman	Louise Sporleder

## Class of 1905

Florence Mair	J. T. Stripling
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## Class of 1906

Ellen Emma Bernard	Margaret E. Flint
(Mrs. Chester A. Hunker)	(Mrs. Collins)
Vivian Trahey	Coramay Wagoner
(Mrs. Fred Hess)	

## Class of 1907

Anna Onofre Armenta	Ada Susan Martin
(Mrs. Archuleta)	Marguerite Bernard

## Class of 1908

Margaret Fetz	Marie Mueller
Leah Ketcham	(Mrs. Floyd)

## Class of 1911

Ella Josephine Young	Nora Frances Trahey
(Mrs. Wallace Hesselden)	(Mrs. Floyd Sulier)

## ACADEMIC DEPARTMENT

## Class of 1901

Herbert Watson Clark	Eva Springer
James Luther Flint	Edward John McWeine
Charles Wesley Givens	

## Class of 1902

Helen Blake	Mary Sophia Gilchirt
Clarence Swain Browne	Wyne Alexander Glassford
*Norris Emery Cochran	Louisa Kimball Reed
Eunice Pauline Tamme	Ada Springer
(Mrs. Herbert Fell)	(Mrs. Warren B. Davis)

## Class of 1903

Janete Carol Danziger	Cora Hume Pettijohn
(Mrs. S. Hoffman)	(Mrs. Allen Aldrich)
*George William Degner	Edward Thomas Springer
Harry Douglas Hoskins	

## Class of 1904

Olive Lila Barnes	Anna J. Gohrman
Myron Clayton Benedict	

## Class of 1905

Elliot Barker	Charles G. Hedgecock
Joseph S. Bowman	Pablo Hernandez

## Class of 1906

Margaret Cavanaugh	Rebecca McKenzie
Vera Claire Gehring	(Mrs. Harper Harmon)
(Mrs. E. A. Norton)	May Ross
Florence Tilden Hoskins	(Mrs. H. H. Conwell)
(Mrs. O. H. Gosch)	Alice Irene Smith
Daniel Tilden Hoskins	(Mrs. H. W. Wyntt)
	Earl Archer Norton

## Class of 1907

Artless Jeannete Browne	Edward S. Comstock
(Mrs. C. P. Trumbull)	Judd A. Dettrick
Edith Mildred Browne	J. Theodore Stripling

## Class of 1908

Samuel J. Daley	Herbert W. Gehring
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## Class of 1909

Benjamin Armijo	Geraldine Lang
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## Class of 1910

Anna Ryan Bruce	Jeannette Ward
Emma Louise Tamme	

## Class of 1911

Alida Gustava Carlson	Joshua Dever Powers
Aurora Refugio Lucero	Sylvia Maria Vollmer

## Class of 1912

David Marion Barker	Jose Juan Alfredo Lucero
Arthur Hobart Comstock	Soledad R. Montano
Tillie Emily Ehrick	Phillip Neri Sanchez
Jennie Vivian Hedgcock	Myrle Elinor Skaggs
Lorna Ione Johnson	Sarah Gertrude Tooker

## Class of 1913

Fabiola Cabeza de Baca	Leornard Hoskins
S. Omar Barker	Pauline Jaramillo
Agnes Brinegar	Rose Kellogg
Henry LeRoy Brown	Clare Vane Koogler
Lucy Elizabeth Clement	Lorena Rachael Livingston
Marie Lorella V. Clement	Rebecca H. S. Livingston
Frank Morgan Culberson	Howard Bjornson Peterson
Willie Mae Culberson	Minä Pochel
Elizabeth Grace Elliot	Phoebe Tillinghast Russel
Carl Ellis	Manuel Antonio Sanchez
Lucy Madeline Floyd	Chesley Hilburn Thomason
Solomon Gallegos	Alfonso Jose Trujillo
Edna Beatrice Gerard	Everett Howard Tipton
Mary Ethel Hays	

## Class of 1914

Sarah A. Ackerman	Octaviano Ambrozio Larrozolo, Jr.
Nellie B. Sanders	Azelia Austrey
Theodore Hawthorn Skinner	Jeannette Craver
Lorraine Fort Lowry	Alfred Livingston, Jr.
Frank Elliot Landau	Ershel Weaver Campbell
Sylvia Pochel	

## Class of 1915

Anna Elizabeth Carr	Frank Watrous Condon
Hazel Pearl Gerard	Mary Natalie Graubarth
Gladys Bird Hamilton	Ethel Leah Harper
Louise Consuelo Jaramillo	Juanita Jewett Kilgore
Edward Lee McCullough	Artie Leona McMahon
Esther Geyer Oakes	Maude Rader Patterson
Volney Archer Poulson	Mary Romero
Frank Harold Hanna Roberts	Jane Traylor
Henrietta Marie Trujillo	Kathleen Turner
La Rissa Antionette White	









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